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ABSTRACT

This report was designed mainly to develop information on the need and available resources for providing adult education programs for the hearing-impaired population of Illinois. Information was gathered through questionnaires mailed to persons identified through the records of the National Census of the Deaf, and follow-up interviews on a 200-case sample of respondents to the mail questionnaire. Questionnaires were sent to 4,300 and returned by 1,200 hearing-impaired persons--about 7 percent of the estimated total of such persons in the State. The survey indicated that about 75 percent of the respondents were interested in resuming educational activities, largely in basic education and upgrading of vocational skills. They also indicated an overwhelming preference for direct supportive communication in the classroom. The community college system in Illinois was rated an ideal one for delivery of adult education services to hearing-impaired persons in meaningfully-structured programs. Site visits to about one-third of these colleges established the acceptance of their directors of that principle. The report therefore included a recommendation for establishment of a State fund to finance special supportive services by community colleges and certain other educational institutions for that purpose. (Author/EA)

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ADULT EDUCATION

For The Deaf of Illinois

A NEEDS ASSESSMENT

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OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
State of Illinois

DECEMBER, 1973

Adult Education for the Deaf of Illinois

A Needs Assessment

(A report prepared by the Illinois Association of the Deaf under Contract No. H-448 with the Office of Superintendent of Public Instruction, State of Illinois, December, 1973.)

This report was designed mainly to develop information on the need and available resources for providing adult education programs for the hearing-impaired population of Illinois. Information was gathered through questionnaires mailed to persons identified through the records of the National Census of the Deaf, and follow-up interviews of a 200-case sample of respondents to the mail questionnaire. Questionnaires were sent to 4,300 and returned by 1,200 hearing-impaired persons--about 7% of the estimated total of such persons in the State.

The survey indicated that about 75% of the respondents were interested in resuming educational activities, largely in basic education and upgrading of vocational skills. They also indicated an overwhelming preference for direct supportive communication in the classroom. The report summed up many other characteristics of the population; e.g., age of onset of hearing loss; rate of unemployment.

The community college system in Illinois was rated an ideal one for delivery of adult education services to hearing-impaired persons in meaningfully-structured programs. Site visits to about one-third of these colleges established the acceptance of their directors of that principle. The report therefore includes a recommendation for establishment of a State fund to finance special supportive services by community colleges and certain other educational institutions for that purpose.

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ADULT EDUCATION

For The Deaf of Illinois

A NEEDS ASSESSMENT

A project conducted by
The Illinois Association of the Deaf
Samuel A. Block, *Project Director*

Contract No. H-448

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
State of Illinois

DECEMBER, 1973

ACKNOWLEDGMENTS

It is manifest that no study such as the one summarized in this report could be made without the active collaboration of a large number of dedicated and concerned persons. That the making of it was entrusted at all to the Illinois Association of the Deaf was itself an act of faith on the part of the Office of the Superintendent of Public Instruction, as well as a reflection of its dedicated and enlightened efforts to raise the educational levels of all hearing-impaired people in Illinois.

The design of the study was developed by Dr. George Propp, Chief Consultant. The design called for a survey of the adult hearing-impaired population of the state, a survey which was greatly facilitated by Dr. Jerome Schein and Mr. Marcus Delk of the National Census of the Deaf Project, who not only made the pertinent records of the Census available to this study but also extended needed professional assistance in the planning of the survey media. Valuable data was provided by Mr. Peter Reis and staff of the Office of Demographic Studies of Gallaudet College.

The text of the report was drafted by the Project Director. It was reviewed critically by Dr. Propp, by Dr. Patricia Scherer of the Planning Committee and by Dr. Thomas A. Mayes, Dean of the Center for Continuing Education, Gallaudet College, and Mr. Carl Kirchner, President of the Registry of Interpreters for the Deaf and former Director of Project DAWN. Many changes were made in the draft as a result of these several reviews. The Project Director is happy to share professional responsibility with these highly qualified personages, but is aware that it does not lessen his own basic responsibility for the accuracy of the report.

Finally, the Project Director wishes to express his appreciation to members of the Planning Committee (all of whom are named in the report proper) for their contributions towards the planning of the study and of the format of this report, to Mrs. Lee Potts who served as his secretary during the arduous days when the basic ingredients of the report were being assembled, and to his wife Frieda, who served as a second conscience and critical questioner, thus forcing reexamination of decisions made.

Samuel A. Block
Project Director

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Chapter I

INTRODUCTION

This study was undertaken under a contract dated March 23, 1973 awarded to the Illinois Association of the Deaf (IAD) by the Handicapped Children's Section, Office of the Superintendent of Public Instruction (OSPI). The contract was awarded competitively, under a "Request for Proposal" issued by OSPI in late 1972. In the "Request for Proposal", the needs and goals of the study were defined as follows:

> "Needs: The results of the failures of previous educational programs for the deaf have become apparent in the form of an adult population who, due to many factors, are functionally illiterate, underemployed, and lacking in availability of social services. Post-secondary experiences are extremely limited for the adult deaf person in Illinois. The Office of the Superintendent of Public Instruction has been and will continue to be committed to the concept of special education programs for the handicapped and the provision of as many alternatives as possible to those in need. Adult education for the deaf in Illinois began sporadically four years ago through the cooperative efforts of the Illinois Association of the Deaf, the Springfield, Rockford and Chicago Public Schools, and the Office of the Superintendent of Public Instruction. The classes were initially a success but soon diminished in attendance and effect. The Office of the Superintendent of Public Instruction is now able to develop a plan for post-secondary age special educational services for the deaf population of Illinois. This plan is to cover the areas of Adult Basic Education, technical-vocational education, general college education, junior college programs and recommendations to appropriate social agencies as to social service needs.
> Goals: To provide the Office of the Superintendent of Public Instruction with supportive data and direction to implement a network of educational services for the adult deaf population which will allow this handicapped group to fully participate in such services available to the general public and to make recommendations to appropriate social service agencies so as to allow their population to benefit from such services available to the general public."

The very fact that this study was provided for reflects the policy of the state to try to extend existing continuing education facilities to all residents, including those who suffer from some handicapping condition which

prevents normal participation in regular programs. It bespeaks recognition of the special problems facing hearing-impaired residents in the area of education and in the fact that the hearing impairment itself prevents equitable receipt of or participation in social services easily available to residents who have no hearing handicap.

Definitions of Terms

For the purposes of this study, the following definitions of terms will be used. An effort has been made to abide by the definitions generally accepted; however, there may be some differences. These differences would be slight, and the authors of this report do not believe that any misunderstandings will result from them.

A hearing-impaired person is one who is unable to understand the human voice in its usual ranges even with the use of a correctly fitted hearing aid (electronic amplifier). This includes deaf persons, those whose hearing impairment is total (or virtually so) and hard-of-hearing persons, whose hearing loss, even after correction, is still significant from the point of view of effective participation in normal educational programs. Others with a mild or moderate hearing loss which is offset by a hearing aid are deemed to have no problem and are not considered in this study. A multi-handicapped deaf person is one who has an additional physical or sensory handicap in addition to his deafness (e.g., mental retardation, cerebral palsy, visual impairment, motor disability, etc.).

A self-contained class is one consisting solely of students who are deaf or hard-of-hearing. Conversely, an integrated class is one made up largely of students with normal hearing, plus a few with a hearing handicap.

Continuing education refers to education extended into or resumed during adulthood. It includes (a) post-secondary education following graduation from high school in 2- or 4-year colleges on either a full or part-time basis, in which courses are taken for credit towards a degree, diploma or certificate; (b) vocational education which involves training or re-training for particular occupations or job skills, and (c) adult basic education which normally refers to instruction in the basic skills of reading, writing and arithmetic through the 8th grade level. The term adult education (which is often used interchangeably with continuing education), as used in this study, excludes formal post-secondary education, but includes elementary or secondary education, such as that pursued by adults belatedly seeking a high school diploma or its equivalent.

Background of the study

Although the history of adult education in this country has been traced as far back as colonial times, it did not receive due attention until after World War II, and more particularly, in the past 15 years, when federal legislation provided funding on a large scale. Major federal legislation which gave impetus to the development and growth of adult education were the National Defense Education Act (P.L. 85-864) enacted in September 1958, the Manpower Development and Training Act of 1962 (P.L. 87-415), in which the term "adult basic education" first appeared in the law, the Vocational Education Act of 1963 (P.L. 88-210), the Economic Opportunity Act of 1964 (P.L. 88-452), The Elementary and Secondary Education Act (P.L. 89-10) and the Higher Education Act (P.L. 89-329), both in 1965, and finally the Adult Education Act of 1966 (enacted as Title III of the Elementary and Secondary Amendments of 1966, P.L. 89-750, and further amended in 1969 by P.L. 91-230).

The latter was truly significant legislation for the following major reasons:

- o It was the first federal law ever enacted specifically identified as an adult education act.
- o It became part of the most comprehensive federal education bill ever enacted, and because of that inclusion, it meant that, whenever Congress would enact legislation affecting primary and secondary education, such legislation would apply to Americans of all ages - and not merely to young people. Thus, it represented a federal commitment to support, as a matter of national policy, adult education at least to the level of completion of secondary school, including vocational education programs.

As would be expected, there was a very great expansion of adult education programs under the several federal laws cited above. Typically, federal funds were channeled through State Departments of Education (or of Vocational Rehabilitation) which in turn dispensed funds according to various formulas to schools and agencies providing the educational services. These federal funds provided 90 percent of the costs of adult basic education, with the state providing the remaining 10 percent. However, the costs for adult education other than basic education were met mainly by a combination of state funds and local property taxes, plus student fees.

The reasons for the expansion of adult education generally reflect the socio-economic changes that have taken place in the relatively recent past. The advent of the computer and the automation of productive processes have greatly reduced the number of jobs that require little or no technical skill and, conversely, have increased those requiring greater skills. As a result, there has been increasing unemployment among the least educated persons in

the population. This unemployment could not be alleviated in any significant measure until the individuals involved received training or retraining for higher rated jobs. But such training, to be successful, called for higher achievement in the basic academic skills. It was to help bring about this higher achievement that adult basic education programs were deemed necessary.

In addition to the expansion of adult basic education, there has been a continuing growth of adult education programs generally. With the shortening of the work week, more people have greater and greater amounts of leisure time, and the demand for adult education reflects the efforts of such people to utilize this time in constructive ways so as to enhance the quality of their individual lives. But a more important factor is that, as a result of the tremendous rate of accumulation of new knowledge, it is becoming accepted that education, public or otherwise, must be a life-long process, in order to equip people to cope successfully with the rapidly increasing complexities of life in this world.

The result of all the foregoing conditions is that, today, the number of American adults attending classes of all types is at an all-time peak. The growth to the present levels has possibly been sharper in Illinois than in most other states. The reason for this is the tremendous growth of community college programs in the state. While these community colleges are basically two-year colleges which offer credit courses transferable to four-year colleges, they also (and more importantly for the purposes of this report) usually provide classes in adult basic education and in a very great variety of technical, social and recreational subjects under "community education" headings. In fiscal year 1972-73, there were 47 community colleges within 38 community college districts in the state. These community colleges

reported a total of 25,000 adults enrolled in noncredit "community education" courses in that year. However, this figure apparently does not include adult basic education. The Adult and Continuing Education Section of OSPI reported a total of 48,000 persons enrolled in programs it administers, of whom 25,000 were in adult basic education, 17,000 were public assistance recipients receiving job training, and the remaining 6,000 were receiving special training.[1]

For practical purposes, none of the figures quoted in the last paragraph include persons who are hearing-impaired. Because hearing loss creates a critical communication problem, it is unusual to find a hearing-impaired adult who can participate profitably in a regular school program. This has long been recognized by educational authorities, as evidenced by the separate educational systems for the hearing-impaired now in existence in the United States, and the specialized training required to qualify teachers in such programs.

The most effective continuing education for hearing-impaired persons perhaps occurs where the learning problems associated with hearing loss receive specialized attention.

There are 25 post-secondary programs in the country, plus two colleges for the deaf (Gallaudet College in Washington, D.C. and the National Technical Institute for the Deaf in Rochester, N.Y.) which offer 4-year courses of study leading to bachelor degrees.

During the past decade, adult education programs for the hearing-impaired have been set up in the past in a number of cities in this country. However, for the most part, these programs have been short-lived, even though the

[1]See Chapter V for sources of data

initial response to them on the part of the hearing-impaired population in the areas involved amply indicated a need for them. Programs with a notable initial success were set up in the Los Angeles areas and in Flint, Michigan. An informal, voluntary program was also set up in Chicago in 1965. This program flourished for a few years despite lack of financial support, but finally had to be terminated because of lack of suitable classroom space and of qualified teachers who would volunteer their services. Subsequently, both the state of Illinois and the city of Chicago set up small programs: the former in Rockford and Springfield which ran successfully for about a year, and the latter in Chicago which was a failure from the start.

However, the failure of these programs was not due to lack of response to them on the part of deaf adults. Rather, it was because the programs as offered did not appear to meet the needs of the students in terms of the ability of the teachers to communicate effectively with them. The level at which classes were taught was also an important factor in the failure of these programs. From the pattern of initial enthusiam and quick demise, it could be inferred that deaf adults were not provided with the course content and teaching strategies that met their needs.

The records of academic achievement of hearing-impaired individuals regularly collected and summarized by the Office of Demographic Studies of Gallaudet College throw considerable light on the relatively low academic levels of deaf adults generally. These records (the latest of which relate to the spring of 1971) are based on the results of administering the Stanford achievement tests to students in schools and classes for the hearing-impaired throughout the country. The 1971 tests indicated that, for the country as a whole, hearing-impaired students aged 16 and over -- the oldest segment

of the school population -- had a fourth grade reading level. For Illinois students, the average for the same age group was only slightly higher.

The combined average grade equivalent scores on the various sub-tests in 1971 for students aged 16 and over are shown below for Illinois and for the country as a whole:

Sub-test	National	Illinois
Paragraph Meaning	4.1	4.4
Word Reading	3.2	3.7
Spelling	6.7	6.9
Language	5.0	5.3
Arithmetic Concepts	4.9	5.4
Arithmetic Computation	6.1	6.8

Source: Office of Demographic Studies, Gallaudet College, Washington, D.C.

We are warned that the results shown in the above table require qualification since not all schools for the deaf were represented in this statistical study and there were differences in the distribution of the variables related to academic achievement (e.g., degree of hearing loss). Still, they do indicate that the educational system for the hearing-impaired in this country has not yet learned how to overcome the learning problems associated with hearing loss to the point where the average deaf student progresses academically to a level reasonably close to that achieved by the average student with normal hearing.

In brief, most deaf adults have a serious inability to read and write English correctly, which is a major reason for their difficulty in entering occupations involving higher skills. This language deficiency is also the reason why past basic education courses in English and reading have been most in demand when deaf adults are asked to specify course offerings that would meet their needs. These courses have not been effective, mainly because the

deficiency was too deep-seated to be alleviated over the short span of one semester or one year, especially when the classes typically met for only two hours each week. There was also a tendency to teach remedial English and reading at too high an initial level, with the result that students became discouraged by their inability to show improvement. Similarly, instructional expertise was never applied to the basic problems of developing curricula, materials and specialized techniques for the learning needs of deaf adults.

In 1970, the general lack of adult education programs for the deaf throughout the country triggered a major effort to remedy the situation. The California State University at Northridge obtained a federal grant to establish a training course called Project DAWN (Deaf Adults With Need) for community leaders in virtually all states in the theory and practice of adult education. The objective of the course was to equip the leaders with the knowledge and skill they would need to work with the educational authorities in their own states towards the creation of programs for deaf adults. Subsequently, Project DAWN helped bring about a more receptive attitude on the part of educational authorities in many states. Representatives from Illinois attended this training course and upon their return began negotiations with OSPI. The ultimate result was that OSPI arranged to set aside funds for this study.

At the present time, there is only one adult education program for the deaf in Illinois. It is the one begun in the fall of 1973 by Wilbur Wright College in Chicago. This program now conducts eight classes, with a total of about 140 students enrolled in them. Available courses are Basic English, Basic Mathematics, Current Events, Key Punch I, Typing I, Preparing for Civil Service Exams, All Level Swimming, and Basic Sewing. The fact that these

classes are so well-attended is a strong indication of the need for them. It is still too early to evaluate the effectiveness of this program. However, it is clear that the Chicago area has a sufficient population base to make self-contained classes possible, and that the area possesses a reservoir of instructional talent.

In addition, there are two community colleges in the state, Waubonsee in Sugar Grove and William Rainey Harper in Palatine, which conduct post-secondary programs especially for hearing-impaired students. Because of the very small number of students enrolled, there are no self-contained classes for them. Instead, students are integrated into regular classes, where they are provided with interpreters and note takers. In addition, they are given special help from tutors on a one-to-one basis in "learning laboratories" as required by individual need. Some of the students in these programs receive support from the State Division of Vocational Rehabilitation. The Waubonsee program attracts students from all parts of the state, while those in Harper are residents of the local community college district. There are no special programs for the hearing-impaired in any regular 4-year college in the state. However, it is likely that a few hearing-impaired students may be attending such colleges with no special help to offset their communication problem.

Chapter II

METHODOLOGY

The objectives of this study (spelled out in the proposal submitted by the Illinois Association of the Deaf (IAD))may be summarized as follows:

A. To describe in detail the demographic characteristics of the adult (age 18 and over) deaf population of Illinois and to provide a general delineation of their needs in the areas of continuing education (including adult basic and vocational technical education, as well as general informational and recreational programs).

B. To make a catalog of existing resources for hearing-impaired adults, including

   1. Agencies providing social services and other assistance
   2. Post-secondary programs with potential for serving adults
   3. Supportive services required in successful deaf adult education programs
   4. Sources of specially prepared curricula for the education needs of deaf adults.

C. To make recommendations in respect to legislation to set up and fund the necessary apparatus to implement the findings of this study on a state-wide basis, including the establishment of procedures for relating adult education goals with general education programs for the deaf, and creation of new (or extended utilization of existing) facilities as required.

The original "Request for Proposal" issued by OSPI called for the study to be made during the period December 1, 1972 through June 30, 1973. However, as initially accepted, the IAD proposal was for the study to be made during

the period March 20, 1973 through June 30, 1973 since, by state rules, the funds must be expended by the end of the fiscal year. However, because of the late start, OSPI approved the extension of the funding period to August 30, 1973 and also permitted modification of the amounts to be expended for various line items in the budget initially approved, with the proviso that the total amount approved would not be exceeded.

Under the terms of the proposal, responsibility for execution of the study was to be undertaken by the Board of Directors of the IAD, including both officers and Trustees. Actually, the board delegated responsibility to a Planning Committee of seven (7) members, which was to meet five (5) times a year during the course of the study, to establish policy and plan its broad details. Actual day-to-day execution of the study procedures was to be the responsibility of a Project Director, working closely with a Chief Consultant, who would also function as Project Coordinator. The Project Director was to recruit secretarial and other assistance as needed.

Project Director was Dr. Samuel A. Block, former Director of Research for the U.S. Railroad Retirement Board, Chicago, Illinois.

Chief Consultant was Dr. George Propp, Assistant Professor, Program in Education of the Hearing Impaired, Northwestern University, Evanston, Illinois, and Chairman of the IAD Educational Committee.

The members of the Planning Committee were as follows:

Robert Anderson - First Vice-President of the IAD through July 1973; Associate Principal of High School Department, Illinois School for the Deaf

Mrs. Katie M. Brown - Social Worker with the Deaf, Jewish Vocational Service, Chicago, Illinois;

John B. Davis - President of the IAD through July 1973; Project DAWN Participant, Printer for the Wall Street Journal

Eileen Forrestal - Teacher of the deaf, Lakeview High School

Dr. Patricia Scherer - Associate Professor, Program in Education of the Hearing Impaired, Northwestern University Evanston, Illinois

Frank B. Sullivan - President, National Fraternal Society of the Deaf; Member, Board of Directors of Gallaudet College

The general methodology of the study was as follows:

1. Develop a basic questionnaire to be distributed by mail to the maximum number of adult hearing-impaired residents that could be identified. This questionnaire would not only elicit demographic information about the subject population, but would also inquire into the extent of interest in and/or needs for continuing education programs. A sample of the basic questionnaire used is shown in attachment B of item 1 of the Appendix.
2. (a) Develop detailed data sheets to be used in follow-up interviews of a small (200-case) random sample of hearing-impaired adults who responded to the basic questionnaires. (See sample data sheets, item 2 of the Appendix.)
   (b) Select field agents to conduct such interviews and conduct a workshop for training these agents.
3. Develop a special questionnaire to be sent to existing social service agencies to ascertain the extent to which they provide adult education services (as well as other services) to hearing-impaired persons. (See sample questionnaire, item 3 of the Appendix.)
4. Make visits to selected educational facilities now serving the general adult population of the state, to evaluate their potential for extending their services to hearing-impaired adults.
5. Summarize and analyze the data collected and present them in appropriate form.
6. Make recommendations for state action to implement the needs found to exist.

The Planning Committee held a total of five (5) meetings as provided in the proposal -- on March 24, May 12, May 26, July 7 and September 22, 1973. In these meetings, the Committee settled policy on several matters of procedure and operations, reviewed and approved the form and content of the questionnaires developed for the study, participated in identifying personnel to serve as field agents for the in-depth follow-up interviews and, in general, monitored progress of the study. The final meeting was devoted to review of the preliminary report made to OSPI on September 15, 1973, planning the format of the final report, and suggesting recommendations. The Chief Consultant and Project Director attended all Planning Committee meetings, with the Chief Consultant acting as Chairman.

The remainder of this chapter will be devoted to an account of the procedures followed and the problems encountered in carrying out each part of the data-collection aspects of the study.

Basic Questionnaire

The main problem in this area was the development of a large enough and accurate enough mailing list of hearing-impaired residents of Illinois to whom the basic questionnaires could be sent. The normal way of developing such a list was to canvass the major organizations of the deaf: The National Fraternal Society of the Deaf (which had headquarters in Oak Park, Illinois) and the Illinois Association of the Deaf, plus the many clubs and church groups, and request their cooperative release of their membership lists for the purpose. However, this procedure would have been extremely costly and time-consuming, and did not promise to yield more than a very small fraction of the estimated 15,000 hearing-impaired adult residents of the state.

A more logical and effective procedure was to seek the cooperation of the

National Census of the Deaf Project (NCDP) which, two years earlier, had completed a census of the hearing-impaired population of the country, under a federal grant obtained by the National Association of the Deaf. The NCDP officials - Dr. Jerome Schein and Mr. Marcus Delk - were consulted in the matter. They reported that the Census had developed a verified list of about 100,000 names of persons with significant hearing loss with onset before age 19. They stated that their statistical tests indicated that the true universe number of hearing-impaired subjects would fall between 400,000 and 500,000. For Illinois, they had a verified list of almost 4,500 names and addresses, exclusive of the hearing-impaired school population. They agreed that they could cooperate with this study, but that their promise of confidentiality to persons who had cooperated in the Census precluded their release of names and addresses to any organization, however worthy. As an alternative, they offered the resources of the NCDP staff to mail out the basic questionnaire directly, but they insisted on inclusion in the mailing of a covering letter under their own imprint to explain to recipients why the NCDP was doing the mailing. This offer was accepted.

The following procedure was adopted:

1. The Project Director sent to the NCDP index cards and sheets containing names and addresses of deaf persons collected from various sources. He also sent a set of punch cards representing members of the National Fraternal Society of the Deaf residing in Illinois. These cards contained the most up-to-date addresses for such members.
2. The NCDP arranged to key-punch cards for the above as required and to consolidate them and eliminate duplication within the group, and between the group and the Census records for individuals born in 1955 or earlier. Persons born after 1955 were eliminated from the

Census records as a preliminary to these operations.

3. The NCDP arranged to print the following items:

   (a) A covering letter from John B. Davis, President of the IAD, explaining the purpose of the basic questionnaire and urging recipients to cooperate in the study. (Appendix Item 1, Attachment D)

   (b) A letter from the NCDP assuring recipients of the continued confidentiality of the information supplied in the Census and also explaining why the NCDP cooperated in the study. (Appendix Item 1, Attachment C)

   (c) The basic questionnaire. (Appendix Item 1, Attachment B)

   (d) A postage-paid return envelope addressed to the Illinois Continuing Education Study.

The four items above were mailed in an envelope bearing the imprint of the NCDP.

In all, the NCDP mailed the materials to a "clean list" of 4,110 persons. In addition, the Project Director arranged for a supplemental mailing of 675 items through the State Division of Vocational Rehabilitation and the Chicago Hearing Society. These were to persons who, it was felt, were most likely to have been missed by the Census.

The NCDP reported that of the packets they mailed, 435 were returned by the Post Office as undeliverable. Similarly, of the 675 items in the supplemental mailing, 70 could not be delivered. Thus, it appears that 4,280 were delivered. However, it is recognized that the 4,280 still included some duplication which could not be eliminated except at considerable additional cost. This type of duplication resulted largely from variation in the

spelling of names (chiefly the first names). It was felt that this duplication, while it added somewhat to cost, was not significant and did little harm except to make it impossible to pinpoint the exact percentage of responses. (Appendix Item 1 is the report of the NCDP covering the operations it performed for the study.)

By the cut-off date, August 6, 1973, responses to the basic questionnaire had been made by 1,289 persons. They included 69 which could not be used, because they were from persons who had moved out of the state, or were under age 18, or had supplied too little information on the form for the latter to be usable, or were not eligible for other reasons (e.g., not hearing impaired). After eliminating these and adjusting for duplicate returns, there were a total of 1,220 forms remaining to be analyzed - 28.5 percent of the net number mailed and delivered. Actually, because the full incidence of duplication could not be measured, the true percentage of returns was undoubtedly higher. A small additional number of forms were received after the tabulation cut-off date but were not used.

In evaluating the percentage of returns, it must be kept in mind that experience has shown that mail questionnaires, in general, produce returns of between 5 percent and 10 percent. Also, a similar questionnaire on adult education in 1965, distributed mostly by hand (i.e., not mailed) to hearing-impaired residents of Chicago, resulted in a 12 percent return.[1] On the basis of these figures, it appears that the percentage of returns in this study is an amazingly high one, especially since there was no follow-up mailing (because of time and cost factors). It is undoubtedly true that the

[1] Actually, the distribution was made by delivering supplies of questionnaires to various organizations of the hearing-impaired which were urged to distribute them to members at meetings.

inducement extended to recipients of the questionnaire: the opportunity to win a cash prize, had some effect in encouraging people to make returns. On the other hand, the very low average reading level of hearing-impaired adults probably had a depressing effect on the percentage of returns since it meant that many did not understand the purpose of the questionnaire and therefore did not bother to return one. This was reflected frequently in special comments that were included with some of the forms which were returned. All in all, therefore, the percentage of returns may be considered highly satisfactory, even though the persons who returned forms may not have represented a true cross-section of the total deaf population of the state, or even of that portion of the population to whom forms were mailed.

Arrangements were made for all basic questionnaires received to be coded and edited. Almost all of the items were designed to be self-coding. An exception was the occupation (item 9(a)). For this item, a modification of the system of codes used by the Bureau of the Census was utilized. This was a 3-digit code, the first of which permitted classification into broader occupational groups. These broad groups were as follows:

Professional, technical, and kindred workers
Managers and administrators
Clerical and kindred workers
Operatives
Laborers
Service workers
Sheltered workshop

Cases in which the occupation was not reported were put into a final group.

The forms as received needed very extensive editing. A good many had missing information, e.g., zip codes. The editing, however, was directed mainly towards the elimination of inconsistencies. For example, the occupation was to be reported only if the individual was actually working. Also, many persons checked both the "unemployed" and "housewife" boxes, when only

one should have been checked. The editing also included rewriting names which would have been illegible and misspelled by key-punchers. Finally, hard-of-hearing persons and multiple-handicapped persons were as far as possible so identified with special codes. The outline of the punch cards prepared from the forms is shown in Item 4 of the Appendix. Two cards were required: one for the name and address and one for the balance of the information.

The computer work with the punch cards included preparation of several listings and three tabulations. The work was so designed as to permit the listings to be used for cross-reference purposes by name and by identification number. (Each form had been assigned a number when received.). Since the listings were also intended to be the basis of selection of the 200-case sample to be used for follow-up interviews, there also was a listing in zip code sequence with the cards in 4 groups according to whether the respondents to the questionnaire had expressed willingness to be interviewed and whether or not they were currently attending school.

The 3 tabulations were (1) by sex and current age group, (2) by race, and (3) by regional group, separately for persons under age 65 and those age 65 and over. However, in each tabulation, a standard set of totals were obtained which summarized the data on the other major items for which information was requested on the basic questionnaire. An outline of the listings and tabulations prepared is contained in Item 5 of the Appendix.

Follow-Up Interviews

The main object of the follow-up interviews was to obtain in-depth information about the attitudes of the hearing-impaired population towards their own living conditions, particularly in the work they did, their rela-

tionships with others in the community, and their reactions to continuing education as a means to improve their economic and social status. The interviews also served to verify some of the data provided in the basic questionnaires. For the purpose of these interviews, a set of data sheets were developed (Appendix Item 2). The general plan of these data sheets had been roughed out by the Planning Committee, and put into final form by the Chief Consultant and Project Director, who also prepared the instructions to field agents, (Appendix Item 2(a)) and conducted the workshop for agents held on July 28, 1973. Not all agents who finally participated in the interviews could attend the workshop; those who did not were given special briefings by the Project Director.

The main goal of the workshop was to explain to agents the intent behind each item of the information requested in the data sheets, so as to bring about a common understanding of them, and thereby achieve greater uniformity of standards applied. Agents were encouraged to maximize their use of space for comments in order for any special circumstances of the interviewees to be brought out. The workshop also included role-playing, so as to give the agents a better idea of the problems they would encounter in extracting information from the interviewees.

The workshop was held before the computer operations with the basic questionnaire were completed. Consequently, when the actual geographic distribution of the respondents to that questionnaire became known, it was found necessary to exclude certain areas in the state from the follow-up interviews because of the very low numbers of respondents who lived in those areas. In the end, a total of 13 areas were set up with 20 agents, as follows:

	Area	Number of Agents
Chicago	Near Southeast	2
	Far Southeast	1
	Southwest	2
	Northeast	2
	Northwest	2
Chicago Suburbs	North	1
	Northwest	1
	West	2
	South/Southwest	2
Downstate Illinois	Rockford	1
	Peoria	1
	Springfield-Jacksonville	2
	East St. Louis	1

Actually, the decision as to which areas to cover for the follow-up interviews was based on the distribution of respondents to the basic questionnaire who had indicated willingness to be interviewed (item 12 of the questionnaire), or who had left that question unanswered. Of the total of 1,220 respondents tabulated, 498 had indicated such willingness and another 195 had not answered this question. These 693 individuals, however, included some 89 who reported that they were attending school, for the most part on a full time basis. It was felt that by the act of going to school, these individuals had already expressed a positive reaction to continuing education; consequently, it was decided to exclude them from the sample to be interviewed.

The 13 areas selected were those in which there was a hearing-impaired population of at least 20 individuals to be sampled. The plan was for each agent to conduct 10 interviews. On the basis of the counts obtained in the tabulations, there were a sufficient number of persons in 7 of the areas to require two interviewers in each, with one interviewer in the remaining 6 areas, so that a total of 20 interviewers were employed. The sample of persons to be interviewed in each area was drawn by selecting all those with

odd identification numbers. The latter numbers had been assigned to each basic questionnaire upon receipt. When this procedure produced too few sample cases in a given area, the number was supplemented by selection of even identification numbers in which the tens digit was odd. Wherever possible, more than 10 cases per interviewer were drawn in order to allow for the possibility that some individuals would not be available for interviews. As it turned out in the end, insufficient allowance was made for this possibility in some areas and only 190 interviews were actually held, 10 short of the total number planned.

Since the data sheets provided for more than 25 items of information about each of the 190 interviewees, additional computer operations were performed to summarize such information. As a preliminary, data was transcribed to special sheets, from which cards were punched. The cards were then tabulated to produce (1) a listing in which all information on the cards were shown, and (2) a tabulation in which the cards were grouped into 3 broad categories according to the residence of the interviewees, and the several items of information summarized for each residence category and for the state as a whole. The three residence categories were for Chicago, Chicago suburbs, and all other areas. The comments of agents where made were also studied and yielded considerable insight into the living circumstances and attitudes of individual interviewees. The card outline and the details of the computer operations are shown in Items 6 and 7 of the Appendix.

Site Visits to Community Colleges

One of the most striking phenomena in the area of Illinois education in recent years has been the tremendous growth in the number of community colleges in the state. This growth is admirably documented in the report of the Illinois Junior College Board entitled "The NOW Colleges in Illinois", dated

March 1973. The number of community colleges at the present time is 47 in 38 districts or double the number in 1965-66, barely 8 years ago. Over the 7 years (fall 1965 to fall 1972) the total opening enrollment at the beginning of the fiscal year grew from 64,000 to 211,600, a three-fold increase, and the number of full-time equivalent students from about 40,000 to 108,600. In fiscal year 1971-72, total instructional costs of these community colleges amounted to $150,200,000. Total operating revenue to cover these costs included $68,500,000 from local district taxes and $52,400,000 allocated from state funds. Of the remainder, the bulk came from student tuition fees. Only $2,600,000 represented support from the Federal Government.

At the present time, adult and continuing education still appear to represent a very small part of the total community college program. Instructional costs in this area in 1971-72 amounted to only $7,500,000 or one-half of 1 percent of the total spent for all types of instruction. However, it is not clear whether this figure is valid since separate figures are given for "Occupational Oriented Studies" and "General Studies", which may well include courses of study normally considered within the usual definition of adult and continuing education. There also appears to be a trend towards the taking over by community colleges of adult education programs previously conducted in high schools.

The great growth of the community college program in the state has triggered a very heavy construction program. Many of these colleges are still housed in interim quarters pending completion of building plans, but others already occupy new, modern, splendidly equipped structures with the capacity to serve a much greater student body than at present and in a greater variety of ways.

Because of the relatively small numbers of the hearing-impaired population, there was an a priori assumption that any program of adult and continuing education set up for them would not require separate facilities, but would share facilities primarily established for the normal-hearing population. Accordingly, this study included provision for visits to selected community colleges -- to inspect them for suitability as to location and programs, to ascertain the extent to which they now serve hearing-impaired persons, and to inform heads of the several institutions about the special problems involved in education of the hearing impaired. Also sought was a reaction to the statement of the legal obligation of community colleges to extend their services to all members of the community, including the hearing-impaired.

Of the 47 community colleges in the state, 19 were initially selected for visits. The selection was based primarily on location; information about each college was not obtained in advance, except in a few cases in which brochures describing the programs were obtained in advance of the visit. Letters were addressed to the heads of each institution explaining the purpose of the requested visit in relation to this study. Visits were actually made to 15 colleges. In addition, the Illinois School for the Deaf was visited, because of the special teaching facilities available there.

Survey of Existing Educational and Social Service Programs for Deaf Adults

A questionnaire (Appendix Item 3) was sent to each of 11 agencies in the state to ascertain the extent to which adult or continuing education services were provided for deaf clients, either directly or by special referral to other programs. The names of the agencies were suggested by various sources. The list of agencies was not intended to be exhaustive, but an effort was made to include the major programs which could conceivably provide educational

services to deaf adults. Questionnaires were addressed to the following agencies:

Chicago Hearing Society
Cook County Department of Public Health
Easter Seal Society of Metropolitan Chicago
Goodwill Rehabilitation Center
Illinois Association for Mental Health, Inc.
Illinois Department of Public Health
Illinois Department of Public Aid
Illinois Department of Children and Family Services
Illinois Division of Vocational Rehabilitation
Jewish Vocational Service
Oak Community School and Workshop
Special Education District of Lake County

Chapter III

ANALYSIS OF DATA

The data compiled from the survey procedures followed in this study are presented and analyzed in this chapter. They include the results of the basic questionnaire, the follow-up interviews of a sample of the respondents to that questionnaire, the site visits to community colleges, and the survey of agencies which provide services to the hearing-impaired population. The basic questionnaires and follow-up interviews provided most of the information describing the characteristics of the hearing-impaired population, and this information comprises the bulk of the chapter. The information obtained in the site visits to community colleges and from the survey of agencies was consistent with expectations and was easily summarized.

Analysis of Basic Questionnaires

A total of 1,220 persons returned the basic questionnaires. Actually, the number of basic questionnaires returned was appreciably larger. As indicated in Chapter II, a substantial number of the forms returned were excluded from the final tabulation for various reasons. Also, because of the circumstances surrounding the mailing (undeliverable items, duplication, etc.) it is not possible to pin-point the true percentage of returns. The figure of 28.5 percent quoted in Chapter II should be taken as a conservative measure of the percentage of returns, and, as such, it appeared to reflect a high degree of interest on the part of the population studied.

Inasmuch as the final Census report was not available at the time this was written, it is impossible to determine whether the addresses made available were a true cross-section of the hearing-impaired population of Illinois. Assuming also that the responses do not represent a true cross-section of that

population, the logical inference would be that the hearing-impaired persons missed by the Census and those who did not respond comprised the most disadvantaged segment of the population and thus the group most in need of continuing education programs.

Age and sex

Of the 1,220 forms summarized, 629 or 52 percent were from men and the remaining 591 from women (Table 1). The median ages were 35.0 years for the men, 40.4 years for the women, and 38.0 years for both sexes combined. Senior citizens (those aged 65 years and over) made up 123 (10 percent) of the total. Among men, the modal group of respondents by age was that of persons aged 18-24 years, while for women the modal group was 35-49 years (although by a very small margin over the under 25-years and 50-64 years groups). The very dissimilar patterns by age for men and women probably reflected differences in employment status. Of the women, 200 had classified themselves as "housewives" and these women had a median age of 48.3 years, thus forcing up the median age for all women respondents.

The overwhelming number of respondents, 1,086, were white. Actually, the number of black respondents was 120, slightly less than 10 percent of the total, as compared with 12.8 percent of the total Illinois population. Only 8 Spanish-Americans so identified themselves, but this may be due to confusion as to whether to use that label or either white or black. The low percentage of blacks was probably to be expected for two reasons: one was that the NCDP acknowledged that their efforts to include black deaf persons in the Census counts were not entirely successful because of the greater difficulty of obtaining cooperation of such persons. The second reason was that black persons were probably less likely to return questionnaires they receive. In view of these obstacles, the proportion of returns from black persons must be considered satisfactory.

Table 1

Respondents to Basic Questionnaire
by Sex and Age[1]

Age	Total		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
Total	1220	100.0	629	100.0	591	100.0
Median Age (Years)	38.0		35.1		40.4	
18 - 24	307	25.2	170	27.0	137	23.2
25 - 34	244	20.0	142	22.6	102	17.2
35 - 49	264	21.6	123	19.6	141	23.8
50 - 64	268	22.0	131	20.8	137	23.2
65 & Over	123	10.1	60	9.5	63	10.7
Not Reported	14	1.1	3	0.5	11	1.9

[1]Age in July, 1973 as reported by respondent

Regional Dispersion of Respondents

As was to be expected, the distribution of the respondents by region of residence was very uneven throughout the state (Table 2). In general, the distribution appeared to follow that of the total population, except that there was a much more pronounced concentration of hearing-impaired persons in or near large urban areas. However, the proportion residing in Chicago proper was surprisingly small, 35 percent of the total. On the other hand, the proportion living in the Chicago suburbs was unusually large - 28 percent. Thus, the Greater Chicago Metropolitan Area had 771, or 63 percent of the state total of respondents, a higher figure than for the total population.

There were only four population centers outside of the Chicago Metropolitan Area with concentrated numbers of respondents. These were Springfield-Jacksonville with 91, East St. Louis with 82, Rockford with 60, and Peoria with 43. No other area had as many as 40 respondents. In fact, all other downstate areas combined had only 173 respondents, or 14 percent of the state total.

It is recognized that the respondents make up only a small part of the hearing-impaired population eligible for adult education services. However, even at the best, the fact that these persons are so thinly scattered in many parts of the state constitutes a major problem. Typically, individuals seeking opportunities for continuing education have job or family commitments which limit the amounts of time and the distances they can travel for those purposes. This factor, coupled with the great variety of goals that people have, magnifies the problem of establishing satisfactory programs in non-urban areas on a reasonable cost basis.

Table 2

Respondents to Basic Questionnaire
by Geographic Area of Residence
and by Age Group

Geographic Area	Total[2] Number	Total[2] Percent	Under Age 65 Number	Under Age 65 Percent	Age 65 and Over Number	Age 65 and Over Percent
Total	1,220	100.0	1,083	100.0	123	100.0
Chicago - Total	430	35.2	372	34.4	49	39.8
North	226	18.5	196	18.1	27	21.9
South	129	10.6	113	10.5	10	8.1
West	75	6.1	63	5.8	12	9.8
Chicago - Suburbs - Total	341	28.0	310	28.6	27	21.9
North	125	10.3	111	10.2	12	9.8
South	118	9.7	108	10.0	9	7.2
West	98	8.0	91	8.4	6	4.9
Downstate Illinois[1]- Total	449	36.8	401	37.0	47	38.3
Kankakee	11	0.9	11	1.0	0	-
Rockford	60	4.9	55	5.1	4	3.3
Rock Island	26	2.2	25	2.3	1	0.8
LaSalle	10	0.8	9	0.8	1	0.8
Galesburg	17	1.4	16	1.5	1	0.8
Peoria	43	3.5	39	3.6	4	3.3
Bloomington	21	1.7	21	1.9	0	-
Champaign	26	2.2	25	2.3	1	0.8
East St. Louis	82	6.7	70	6.5	12	9.8
Quincy	25	2.1	23	2.1	2	1.6
Effingham	9	0.7	9	0.8	0	-
Springfield	91	7.5	76	7.1	15	12.3
Centralia	14	1.1	11	1.0	3	2.4
Carbondale	14	1.1	11	1.0	3	2.4

[1]Areas refer to central distributional facilities of U.S. Postal Service.

[2]Includes 14 cases in which the age was not reported

Age at Onset of Deafness

The great majority of the respondents - 862 or 71 percent - indicated that they had become deaf at birth (43 percent) or before the age of 3 years (28 percent) (Table 3). Actually, the true percentages are probably somewhat higher because 93 respondents (8 percent) could not (or failed to) supply this information. The likelihood is strong that where the age at onset is unknown, it probably was at a very early age, if not at birth.

An interesting feature of the data by age at onset of deafness is that the incidence of deafness at birth or before age 3 tended to vary inversely with the present age. Thus, the percentage becoming deaf before age 3 was 82 percent for respondents now under age 25 and 81 percent for those aged 25-34. But it was 70 percent for the 35-49 years group, 55 percent for the 50-64 years group, and 62 percent for those aged 65 and over.

These figures appear to be reasonably consistent with what is known about the changes in the age at onset of deafness which have occurred over the past several decades. Because of the great advances in medical science, post-lingual deafness (i.e., deafness occurring after development of speech) is far less likely today because treatment of the diseases which caused it has become much more effective.

Education of Respondents

In the basic questionnaire, an effort was made to obtain information on the number of years the respondent had attended school. In an effort to maximize valid responses to this question, the Planning Committee had agreed to ask for the ages at which school began and ended. This decision did not produce the results hoped for. There were 118 instances (almost 10 percent), in which the information was not given. There was, however, no trend by age

Table 3

Respondents to Basic Questionnaire
by Current Age[1] or Sex and by
Age at Onset of Hearing-Impairment

Current Age or Sex	Total		Age at Onset: Birth		Before Age 3		Age 3 - 18		Age 19 & Over		Unknown	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total	1,220	100.0	522	42.8	340	27.9	243	19.9	22	1.8	93	7.6
Current Age												
18 - 24	307	100.0	188	61.3	64	20.8	25	8.1	0	-	30	9.8
25 - 34	244	100.0	136	55.7	62	25.4	27	11.1	2	0.8	17	7.0
35 - 49	264	100.0	97	36.8	83	31.4	66	25.0	3	1.1	15	5.7
50 - 64	268	100.0	68	25.4	79	29.5	90	33.6	14	5.2	17	6.3
65 & Over	123	100.0	28	22.8	48	39.0	32	26.0	2	1.6	13	10.6
Not Reported	14		5		4		3		1		1	
Sex												
Male	629	100.0	278	44.2	174	27.7	127	20.2	4	0.6	46	7.3
Female	591	100.0	244	41.3	166	28.1	116	19.6	18	3.0	47	8.0

[1]As of July 1973

in number of unknown items; it was very likely that in most cases, the omission of information was inadvertent rather than deliberate.

Although the number of years in school is by no means a good measure of academic achievement of deaf adults, the data are still of some interest. As would be expected, the overwhelming proportion of respondents (almost 80 percent of the total excluding unknowns) had 8 to 16 years of schooling (Table 4). The number with more than 16 years - 158 - was about twice the number with less than 8 years. It should be pointed out, though, that the relative large number with more than 16 years does not reflect post-secondary or post-graduate education to any great extent. Rather, it reflects the establishment, largely over the past decade, of school facilities for deaf children before the usual school-entering ages. Many of the respondents, almost all in the youngest age groups, reported starting school at age 4, 3 and even 2 years.

Some 130 respondents, almost all in the youngest age group--18-24 years--reported that they were still attending school. These obviously are not current prospects for continuing education programs. For the most part, the schools attended are post-secondary, since otherwise the individuals, with some exceptions, would not have received questionnaires. It will be recalled that the Census records used for mailing questionnaires did not include the students in elementary and secondary school programs.

It is recognized that the number of years in school is not the best indicator of educational achievement. The fact that a hearing-impaired individual can spend 8 to 16 years in school to attain levels of minimal literacy could be used as an argument against more of the same. Actually, this emphasizes the fact that any adult education program for the hearing-impaired should make provision for scholarly research in more effective instructional procedures.

Table 4

Respondents to Basic Questionnaire
by Current Age[1] or Sex and by
Number of Years of Schooling[2]

Current Age or Sex	Total		Years of Schooling: Under 8 Years		8 - 16 Years		Over 16 Years		Not Reported	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total	1,220	100.0	78	6.4	866	70.9	158	13.0	118	9.7
Current Age										
18 - 24	307	100.0	12	3.9	213	69.4	66	21.5	16	5.2
25 - 34	244	100.0	15	6.1	155	63.6	49	20.1	25	10.2
35 - 49	264	100.0	8	3.0	212	80.3	23	8.7	21	8.0
50 - 64	268	100.0	21	7.8	197	73.5	16	6.0	34	12.7
65 & Over	123	100.0	22	17.9	79	64.2	4	3.3	18	14.6
Not Reported	14		0		10		0		4	
Sex										
Male	629	100.0	35	5.6	451	71.7	85	13.5	58	9.2
Female	591	100.0	43	7.3	414	70.0	74	12.5	60	10.2

[1] As of July 1973

[2] For respondents still attending school, years of schooling counted to current year.

Employment status of respondents

The data on employment and unemployment of the respondents cannot be analyzed accurately since there was no positive way to identify those non-workers who were eligible for the labor force. For example, a housewife could in fact be unemployed if she was looking for work. Overall, some 742 of the 1,220 respondents reported themselves as holding jobs, while 181 called themselves unemployed (excluding 72 who also said they were still attending school) and 200 women identified themselves as housewives (Table 5). However, of the 181 unemployed, 55 were in the "over 64 years" group. These 55 individuals in most likelihood are retired. Hence, it is not unreasonable to consider the true number unemployed to be closer to 126 rather than 181. Even on that basis, the figure is conservative and much higher than general unemployment. Information is not available on the occupational skills of those unemployed, but it is reasonable to expect that all or almost all would be in the unskilled or semi-skilled groups. These are the types of persons who conceivably would most benefit from adult basic and/or vocational education.

Excluding housewives, the proportion unemployed was 17 percent among whites and more than double that figure - 40 percent - among black persons. This high proportion of unemployed among blacks may well be the reason why the total number of returns from them was as high as 120. This conclusion is supported by other evidence, e.g., the very low proportion of blacks who failed to indicate an interest in some form of adult education.

Occupational Distribution of Those Working

The 742 respondents who were working reported a wide variety of occupations. The largest groups were clerical workers (193) and operatives (184) (Table 6). Craftsmen, with 119, comprised the largest group among the men, followed closely by operatives, but the clerical group was by far the largest group among the women workers.

Table 5

Employment Status of Respondents to Basic Questionnaire by Current Age[1] and Sex

Age and Sex	Total[2]		Employed		Unemployed		Housewife	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Total	1,123	100.0	742	66.1	181	16.1	200	17.8
Median Age (years)	40.0		36.8		50.2		48.3	
18 - 24	229	100.0	171	74.7	44	19.2	14	6.1
25 - 34	240	100.0	174	72.5	25	10.4	41	17.1
35 - 49	262	100.0	193	73.7	21	8.0	48	18.3
50 - 64	268	100.0	182	67.9	36	13.4	50	18.7
65 & Over	113	100.0	16	14.2	55	48.7	42	37.1
Not Reported	11		6		0		5	
Male, Total	578	100.0	465	80.4	113	19.6		
Median Age (years)	37.5		35.5		54.6			
18 - 24	127	100.0	106	83.5	21	16.5		
25 - 34	141	100.0	122	86.5	19	13.5		
35 - 49	122	100.0	112	91.8	10	8.2		
50 - 64	131	100.0	110	84.0	21	16.0		
65 & Over	56	100.0	14	25.0	42	75.0		
Not Reported	1		1		0			
Female, Total	545	100.0	277	50.8	68	12.5	200	36.7
Median Age (years)	42.1		38.5		41.8		48.3	
18 - 24	102	100.0	65	63.7	23	22.6	14	13.7
25 - 34	99	100.0	52	52.5	6	6.1	41	41.4
35 - 49	140	100.0	81	57.8	11	7.9	48	34.3
50 - 64	137	100.0	72	52.6	15	10.9	50	36.5
65 & Over	57	100.0	2	3.5	13	22.8	42	73.7
Not Reported	10		5		0		5	

[1] As of July 1973

[2] Excludes 25 cases in which employment status was not reported and 72 respondents who reported they were still attending school.

The occupational distribution of respondents to the questionnaire probably does not represent a true picture for the entire deaf working population. Unskilled workers were probably less likely to submit forms than were other workers. Also, such workers are more likely to be unemployed, and unemployed workers who sent in forms were not asked to provide an occupational label.

Social Characteristics

Of the 1,220 respondents to the basic questionnaire, 817 (67 percent) indicated that they belonged to one or more organizations of or for the deaf (Table 7). They included 411 who were members of at least 2 such organizations. These figures indicated that deaf people who are socially active with their own kind are more likely to respond to questionnaires such as the one used in this study.

To illustrate this, 358 respondents claimed membership in the IAD. By statistical projection, this would imply that the IAD had almost 4,000 members, whereas the actual organization membership has never remotely approached that number.

As might be expected, the proportion of respondents who reported membership in one or more social groups tended to rise with age. The percentage was smallest - 52 percent - for the age 18-24 group and rose by age to 78 percent for respondents aged 65 and over. Women respondents in general had a slightly smaller percentage of social affiliation than did men - 64 percent compared with 69 percent. However, a higher proportion of the women belonged to religious groups, offsetting the lower percentage of women who were members of the Illinois Association of the Deaf or of the National Fraternal Society of the Deaf.

Table 6

Occupational Classification of Respondents[1]
To Basic Questionnaire By Sex

Occupational Classification[2]	Total		Male		Female	
	No.	Percent	No.	Percent	No.	Percent
Total	742	100.0	465	100.0	277	100.0
Professional - Technical	65	8.8	36	7.7	29	10.5
Managerial - Administrative	19	2.6	17	3.7	2	0.7
Clerical	193	26.0	73	15.7	120	43.3
Craftsmen	127	17.1	119	25.6	8	2.9
Operatives	184	24.7	113	24.3	71	25.7
Laborers	62	8.3	55	11.8	7	2.5
Service Workers	59	8.0	31	6.7	28	10.1
Sheltered Care Workers	5	0.7	3	0.6	2	0.7
Not Reported	28	3.8	18	3.9	10	3.6

[1]Includes only respondents who indicated on questionnaire that they were employed outside the home.

[2]Adapted from classifications used in 1970 Census of the U.S.

Table 7

Respondents to Basic Questionnaire
By Social Affiliation and by Sex

Social Affiliation	Total[1]		Male		Female	
	No.	Percent	No.	Percent	No.	Percent
Total	1,220	100.0	629	100.0	591	100.0
Illinois Association of the Deaf	358	29.3	199	31.6	159	26.9
National Fraternal Society of the Deaf	257	21.1	174	27.3	83	14.0
A Club for the Deaf	374	30.7	206	32.7	168	28.4
A Church for the Deaf	340	27.9	163	25.9	177	29.9
Other	147	12.0	72	11.4	75	12.7
None Indicated	403	33.0	195	31.0	208	35.2

[1]Aggregate number classified by social affiliation exceeds total number of respondents because there were 411 persons who indicated affiliation in two or more areas.

Fields of Interest

The respondents were asked to indicate on the basic questionnaire which of several major areas they would like to pursue if they had the opportunity to resume their education. Some 910 respondents (75 percent of the total) marked at least one field of interest (Table 8). About one-third of them (417) identified more than one field. As was to be expected from past surveys, the most popular field was "reading and writing", indicating that the deaf people who marked this field were aware of their language deficiency and found it enough of a handicap in daily living to want to improve. Overall, 28 percent of the respondents marked this field, but among black respondents, the percentage was 58 percent. A somewhat unexpected result, however, was that the second most popular field of interest was "a new kind of work". Examination of the forms disclosed that a very high proportion of these responses were made by unemployed persons and housewives, and reflected dissatisfaction with their current place in society. The responses, nevertheless, pointed up the need to offer deaf people the opportunity to obtain training in new or different vocations from those they had. On the other hand, there was also a substantial demand for recreational learning - hobbies, arts and crafts, sports.

Hobbies and arts and crafts combined were selected by 38 percent of the respondents; however, the proportion was much higher among women (44 percent) than among men (32 percent). As would be expected, sports appealed mainly to the younger groups, but other fields were selected by respondents in all age groups in about equal proportions (Table 9).

In 310 cases (25 percent of the total number of respondents), no fields of interest were marked off. It is not clear whether this denoted a lack of

Table 8

Fields of Interest in Adult Education
Indicated by Respondents To
Basic Questionnaire By Sex

Field of Interest	Total[1]		Male		Female	
	No.	Percent	No.	Percent	No.	Percent
Total	1,220	100.0	629	100.0	591	100.0
Reading and Writing	336	27.5	181	27.8	155	26.2
Mathematics	184	15.1	112	17.8	72	12.2
Improvement in Current Job	156	12.8	99	15.7	57	9.6
Learning new Job	320	26.2	171	27.2	149	25.2
Sports	146	12.0	104	16.5	42	7.1
Hobbies	240	19.7	122	19 4	118	20.0
Arts and Crafts	223	18.3	81	12.9	142	24.0
Other	113	9.3	51	8.1	62	10.5
None Indicated	310	25.4	153	24.3	157	26.6

[1]Aggregate number of fields of interest exceeds total number of respondents because there were 417 persons (34 percent of the total) who indicated more than one field.

Table 9

Fields of Interest in Adult Education Indicated by Respondents to Basic Questionnaire by Current Age[1]

Field of Interest	Total[2]		AGE									
			18 - 24		25 - 34		35 - 49		50 - 64		65 & Over	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total	1,220	100.0	307	100.0	244	100.0	264	100.0	268	100.0	123	100.0
Reading & Writing	336	27.5	110	35.8	83	34.0	67	25.4	47	17.5	23	18.7
Mathematics	184	15.1	71	23.1	46	18.9	32	12.1	23	8.6	9	7.3
Improvement in Current Job	156	12.8	52	16.9	46	18.9	33	12.5	18	6.7	6	4.9
Learning New Job	320	26.2	105	34.2	75	30.7	75	28.4	51	19.0	9	7.3
Sports	146	12.0	55	17.9	41	16.8	27	10.2	11	4.1	10	8.1
Hobbies	240	19.7	59	19.2	66	27.0	51	19.3	44	16.4	17	13.8
Arts & Crafts	223	18.3	67	21.8	50	20.5	47	17.8	43	16.0	14	11.4
Other	113	9.3	37	12.1	23	9.4	25	9.5	21	7.8	6	4.9
None Indicated	310	25.4	42	13.7	37	15.2	63	23.9	94	35.1	70	56.9

[1]As of July 1973

[2]Aggregate number of fields of interest exceeds total number of respondents because there were 417 persons (34 percent of total) who indicated more than one field. Total includes 14 cases in which age was not reported.

interest in any form of adult education or lack of understanding. It was noted, however, that these cases were heavily concentrated in the older age groups. For example, of the 123 respondents over age 65, 70 (57 percent) did not identify any field of interest. Whether due to apathy or some other factor, this result appeared to indicate that senior citizens in the deaf population needed special programs for themselves, just as did their counterparts with normal hearing. Even if the responses did not so indicate, the leaders of the deaf community have long noted a definite need for facilities and programs for deaf senior citizens, particularly in the larger urban areas.

The very wide range of interests indicated by the respondents also made it clear that it would not be satisfactory to set up a limited program for deaf people. At the same time, the wide geographical dispersal of these people raises a question whether all can be given adequate opportunity to pursue their varied interests. It would appear that the solution to this problem must be a different one in different parts of the state, depending on the size and demographic makeup of the deaf population and their particular interests.

Analysis of Interview Data

The 190 individuals who were interviewed as a follow-up to their responses to the basic questionnaire did not by any means represent a cross-section of all 1,220 respondents to that questionnaire. The major reasons for differences were:

1. Interviews were limited to respondents who had indicated in item 12 the basic questionnaire that they were willing to be interviewed, or who did not reply to that item. There were 527 individuals (43 percent of the total number included in the basic questionnaire

summarization) who had indicated that they did not wish to be interviewed. The characteristics of this group probably were markedly different from those of the other respondents.

2. To the extent that they could be identified, respondents who stated in the basic questionnaire that they were still attending school were excluded from the sample because it was felt that their commitment to continuing education was manifested by their current status as students.
3. There were many downstate areas with so few respondents to the basic questionnaire that it was felt it would be excessively costly and time-consuming to attempt to include those areas in the sample. Accordingly, only the four downstate areas with more than 40 respondents were sampled. These were the Rockford, Peoria, Springfield and East St. Louis areas.

As a result of these factors, the characteristics of the 190 respondents who were interviewed were markedly different in some major respects from those of all 1,220 respondents, although in others, they were fairly close:

1. Those interviewed included substantially more women than men. Among all 1,220 respondents, men slightly outnumbered women.
2. The geographical distribution of the interviewees was quite different from that of the 1,220, since it was decided to limit interviews downstate to an aggregate of no more than 50 individuals in four areas.
3. The distribution by age was very close to that for the population from which the sample was drawn. (As indicated above, this population excluded respondents who specifically indicated in the basic questionnaire that they did not wish to be interviewed, and also excluded almost all students.) The percentage distributions of those whose ages were known were as follows:

	Population	Sample
Age 18-24	21 percent	21 percent
25-34	21	22
35-49	25	27
50-64	23	26
65 and over	10	4

The relatively large difference in representation of individuals aged 65 and over reflects a deliberate policy to restrict the number of these individuals selected in the sample because of the special problems that senior citizens have.

4. The distribution by employment status was remarkably similar considering the other differences. The percentage distributions for the population and the sample were as follows:

	Population	Sample
Employed	66 percent	68 percent
Unemployed	16	17
Housewives	18	15

Other items of information obtained in both the basic questionnaire and the follow-up interviews could not be directly compared because of the different bases used. Examples of these are the type of work (i.e., degree of skill involved) performed by those employed, and the number of years of schooling. In the case of type of work, the classification of the work as "unskilled", "semi-skilled", etc. was made by the interviewers on the basis of detailed descriptions of the jobs supplied by the interviewees. It was not possible to do this for all cases in the population on the basis of the information on jobs given in the basic questionnaire because necessary detail was lacking.

With the qualifications noted, the responses of the 190 individuals

interviewed are summarized below. While the 190 subjects cannot be taken as a fair sample of all respondents, they at least provide some of the answers sought in this study. As noted, some of the data should be taken only as rough approximations to the true situation because there was not complete uniformity among the agents in the interpretation of their instructions.

Personal Characteristics - Marital Status and Living Arrangements

As indicated above, a majority of the interviewees were women. Despite this fact, there were relatively fewer housewives in the group. The proportion married among the 190 persons was 51 percent, a much lower figure than for the general population. The proportion of married women was only 48 percent, which in turn helps account for the small proportion of housewives in the group. The proportion of married men - 55 percent - was also low considering the fact that students were excluded from the count. Some 37 percent of the interviewees reported that they lived in rented quarters, either apartments or homes, while 33 percent stated that they owned their own home, and 23 percent lived with their parents.

Education - Extent and Quality

Almost one-half of the 190 interviewees - 49 percent - had left school before receiving their high school diploma. Of the remainder, there are only 12 or 6 percent who had graduated from college. Although the overall percentage of persons who were at least high school graduates, 51 percent, is impressive, there is a question of the quality of the education received. The interviewers had been asked to evaluate this item on a judgment basis and, based on the results, there appeared to be some difficulty on their part in remaining objective. However, several of the interviewers made revealing comments on this point, of which the following are examples:

"Placed in state school for the deaf at age of 4; remained until age 17, but completed less than 5th grade."

"Completed high school. He feels he should go back to school for more of 3 R's."

"Does not speak in complete sentences. Does not finish thought."

"Interviewee went to public school with hearing students. I gather she was placed in a special class of pupils with learning disabilities."

"He completed the 8th grade. He always wanted to go to high school but the state declined to send him because he has to sit in a wheel chair all the time."

The actual tabulation for quality of education was:

Poor	10 percent
Inadequate	23
Average	30
Good	23
Excellent	14

By the standards detailed for the interviewers, the category "excellent" would be typified by a 12th grade graduate who attained the 12th grade level of achievement; "average" would be an 8th grade level of achievement; "poor" would be less than 4th grade.

Employment Status

The pattern of employment status of interviewees in the sample, as indicated above, closely followed that for all respondents to the basic questionnaire. In the case of the sample, however, the detailed description of the occupation of employed persons was obtained, which made it possible to classify the occupations as to degree of skill required. The following distribution was obtained:

Unskilled	16 percent
Semi-skilled	37
Skilled	35
Professional-technical	12

It should be kept in mind that the classification by degree of skill was left to the judgment of individual interviewers. Some variation in

standards could be expected. However, examination of a substantial number of sample cases indicated that the classifications were on the whole reasonably accurate.

The 129 interviewees who were employed were asked about the duration of their jobs; their replies indicated a fairly stable employment record. Only 8 reported that their employment was "irregular". Naturally, the duration was related to their age; still, 55 had worked steadily for 5 years or more, including 30 who had worked at least 10 years. However, typically, these employed persons apparently did not have the same promotional opportunities as did their co-workers with normal hearing. Only about 15 percent of them reported that they had received "normal" promotions. Nevertheless, a substantial majority of these employed persons had positive attitudes to their jobs (63 percent) and to their working conditions (60 percent).

Communication Ability

The interviewees were rated by the field agents according to their ability to communicate orally and manually, and through writing and reading. Both the quality and content of communicative levels were judged. As might be expected, the result was a very "mixed bag". The evaluation reflected the agents' own familiarity with signs, with idiomatic expressions in sign language, speechreading ability, etc. A five-point scale was used, with a value of 1 assigned to "poor/inadequate" and a value of 5 to "excellent". It is interesting that in no instance did the interviewees as a group have a median score as high as 3 (average). The median scores, together with the actual distribution by values assigned to quality and content of communication ability are presented in Table 10.

It should be noted that the agents tended to rate "content" the same way as they did "quality", particularly in the case of writing and reading

Table 10

Distribution of 190 Interviewees by Level of Ability in Quality and Content of Specified Communication Modes

Level of Ability	Value	Modes of Communication			
		Oral	Manual	Writing	Reading
		Quality			
Median Value		1.80	2.52	2.14	2.22
Poor/Inadequate	1	54	21	29	30
Fair	2	55	35	50	43
Average	3	20	44	46	39
Good	4	37	49	37	40
Excellent	5	20	37	23	32
No value given	-	7	4	5	6
		Content			
Median Value		1.86	2.60	2.02	2.08
Poor/Inadequate	1	62	22	37	34
Fair	2	38	42	48	46
Average	3	25	38	39	39
Good	4	23	40	28	23
Excellent	5	23	28	22	31
No value given	-	19	20	16	17

Note: Median values based on totals less number with no value given.

ability. In the absence of objective measurement, the agents normally relied on information supplied by interviewees as to what writing and reading they actually did, and on the vocabulary actually used in oral and manual communication.

It should be kept in mind that evaluation of oral skills was based entirely on the interviewees' ability to speechread and to form words correctly with the lips, teeth and tongue. All agents were hearing-impaired and consequently could not evaluate voice quality except to the extent that they could observe communication with family members.

Social Relationships

The interviewees were asked to describe the quality of their relationship to (a) other members of their family, (b) their peers and (c) general society. In all three areas, the most common self-characterization was that the relationship was "normal". However, the "normal" percentage was highest for family relationships and lowest for relationships to general society, which tends to support what we know about deaf people and their social relationship generally. Obviously, the social rating a deaf individual gives himself is influenced by his personal circumstances - his marital status, age, living arrangements, extent of education, etc. It will be recalled that the percentage of married persons in the sample was unusually low, and that 23 percent of all interviewees lived with parents. This tended to give mixed results for the group as a whole. Still it is significant that a majority of all interviewees felt that their relationship to general society was less than normal, which tends to confirm the relative isolation of the deaf community. The percentages for "less than normal" and "normal or better" relationships with family, peers and general society, respectively, are shown below:

	Social Relationship	
	Less than normal	Normal or better
Family	26 percent	74 percent
Peers	33	67
General society	53	47

Further analysis indicated that there was a pronounced difference in the proportions with "less than normal" and "normal or better" social relationships as between married and non-married persons in the sample. Broken down by marital status, the figures were as follows:

	Married		Non-Married	
	Less than normal	Normal or better	Less than normal	Normal or better
Family	11 percent	89 percent	41 percent	59 percent
Peers	23	77	42	58
General society	50	50	57	43

As between the two groups (married and non-married) relationships within the family and with peers were much stronger for the former group, while relationships with general society were somewhat stronger. This suggests that the personality characteristics which promote marriage also result in better social relationships with others.

However, the disparity in the percentages of "normal or better" relationships with the family suggests that a deaf adult typically has a stronger bond with a deaf spouse and his own children, than with his hearing parents or siblings.

Use of Leisure

The interviewees were asked to identify their leisure time activities under six headings and to indicate what values the activities had for them. Of the 190 in the sample, 130 identified 2 or more activities while 11 did none. The most common activities identified were creative (arts and crafts) and social. Only 40 indicated that their activities were intellectual or

cultural. Excluding those who indicated no activities, the percentages of interviewees identifying the six activities were as follows:

Home improvement	33 percent
Creative (arts and crafts)	56
Physical	44
Social	56
Intellectual/cultural	22
Unique talent	5

The values which the interviewees stated their activities had for them did not establish any clear pattern. Most interviewees identified one value; only 20 identified more than one, while the blanks were the 11 persons who had not identified any activities. The value most often assigned to the activity was "Independent/self-fulfilling", but only 37 percent of the 179 interviewees who responded to this item marked that value. The frequency of selection of the five values offered is shown below:

Passive/non-constructive	22 percent
Independent/self-fulfilling	37
Family-centered	27
Varied	20
Rich/rewarding	7

Adult Education Needs

The major purpose of this item was to confirm data obtained in the basic questionnaire. While the identification of needs in the two surveys is not completely comparable, it is clear that vocational education was a major concern in both, as was academic preparation through high school. In the basic questionnaire, 26 percent of the respondents indicated they were interested in learning a new job, while 12 percent wanted improvement in their current jobs. In the follow-up interviews, 43 percent of the persons in the sample identified the need as in the area of vocational education. Similarly, in the basic questionnaire, 28 percent wanted "reading and writing", and 15 percent were interested in mathematics; in the sample, 48 persons asked

for adult basic education and 39 for "general academic through high school", for a combined 46 percent of the total number interviewed. The figures based on the sample are possibly low, because some 48 persons indicated "special interests" which often could be translated into either vocational or academic needs on the basis of comments made by agents. Also, many interviewees indicated that they had been in tutorial or other programs but had not particularly benefited from them.

An interesting feature of the follow-up interviews is that very few persons (6 in the sample) failed to identify their needs or interests. In contrast, 25 percent of the respondents to the basic questionnaire had failed to indicate interest in some aspect of continuing education for themselves, which can be interpreted as an inability to comprehend the reading level of the questionnaire. The percentages of interviewees who identified each category of needs or interests were as follows:

Adult basic	25 percent
General academic through high school	21
Vocational	43
Arts and crafts	35
Special interests	25

In conjunction with the inquiry into their needs and interests in continuing education, the interviewees were also asked to indicate their preferences as regards the communication methodology to be used by teachers. The specific choices were: (1) Deaf teachers/low verbal, (2) Deaf teacher or direct sign language, (3) Interpreter with tutor help, (4) Interpreter, and (5) No supportive services needed. Overwhelmingly, the preference was for a teacher, deaf or otherwise, who could communicate directly with the hearing-impaired students via sign language. There were 128 interviewees who indicated this preference, including 34 who needed special help because of minimum language skills. Some 79 individuals in the sample indicated that it

would be acceptable to them if an interpreter were stationed in the classroom along with the regular teacher. Only 10 persons said that they would require no supportive services. These persons stated that they had sufficient residual hearing and speechreading ability to "get along" in a regular class. The percentages of interviewees by type of methodology preferred is presented below. A small number indicated more than one type were acceptable to them:

Deaf teacher/low verbal	18 percent
Deaf teacher or direct sign language	49
Interpreter with tutor help	20
Interpreter	22
No supportive services needed	5

Motivation of Interviewees

The final item on the follow-up interview data sheets was an appraisal of the persons in the sample with respect to their desire to improve, and the extent of such desire. A very large proportion of the total number were considered by the agents to either good or even excellent prospects for continuing education. Of the remainder, only 14 persons were rated as poor prospects. In considering these figures, it should again be kept in mind that the sample was drawn from that portion of the respondents to the basic questionnaire who agreed (or had not refused) to be interviewed. Hence, it was to be expected that the sample would include a higher percentage of well-motivated persons. However, the criteria used in this area included not only desire to attend classes in a continuing education program, but also the potential to benefit from them. On that basis, the results were quite encouraging. The figures on motivation are summarized below:

Poor prospect for continuing education	7 percent
Questionable prospect	19
Good prospect with favorable conditions	28
Good prospect for suitable courses	29
Excellent prospect	15

General Remarks

All agents were encouraged to make general comments on each person interviewed. These were intended to help form a consensus picture of all interviewees, but also to give insight into the great variety of problems and situations in which hearing-impaired people find themselves. It will be noted that some of the problems arise from non-acceptance of the hearing loss; others reflect the apathy of the individuals which prevents them from taking constructive action to better their lives in some way. Examples of their comments follow:

> "He is content with his job and his daily home and family activities. However, he admitted that he has problems with his English composition and vocabulary when he attempts to communicate with hearing people in writing."
>
> "She has only 20 percent hearing and uses a body-type hearing aid. Therefore a regular classroom would not meet her needs. She would like to attend a class for the hard-of-hearing with an interpreter who would "mouth" clearly if the regular teacher is not too clear himself."
>
> "Her father displayed anger over the interview, saying that she would never enter into college until the age of 50. Like most 'oral' products, she needs much guidance and assistance."
>
> "Interviewee wants to finish high school and go to college. Desire for academic education almost seems to be an obsession."
>
> "Cerebral palsy victim. Her mind tends to wander even though she appears attentive. Her answers to questions conflicted with what her mother said about her. She claims greater communicative skills than she actually has."
>
> "She is a young mother with 3 children and has a great desire to get a high school diploma. She knows the value of education and wants to continue learning as much as she can."
>
> "He was born deaf and lost the use of his lower limbs from polio at age 4. Was in Illinois Children's Hospital until age 21. Always wanted to go to high school, but state declined to send him because he had to sit in wheel chair at all times. He wants to complete high school and obtain higher education so that he would be able to find a good job. He is unemployed, but has a variety of skills from which he hopes to realize a return in self-employment."

"She is a Cuban in this country only 2 years. Knows almost no English. Communicates with her husband in a system of home signs. I could only communicate with her through her niece. She and her husband both need private tutoring badly in English and other subjects."

Survey of Potential Educational Facilities for Deaf Adults

There are many educational facilities in Illinois (mostly community colleges) which apparently have the potential to provide basic, vocational, and/or continuing education for hearing-impaired adults. These are colleges which already provide such programs for the general population. Under the law, these colleges must admit any adult in the district in which they operate, as a condition for receiving supportive funds from the state, to supplement local funding. However, with the exception of Wright College, apparently none is presently equipped to handle hearing-impaired students, because such students require supportive services which are difficult to provide bith because of the scarcity of qualified personnel and the lack of funds to pay such personnel.

Of the 47 community colleges in the state, 15 were visited by the Project Director for the purpose of inspecting facilities and judging the potential of the colleges to serve hearing-impaired adults. In addition, the Illinois School for the Deaf in Jacksonville was visited. The community colleges visited were selected on the basis of geographical location; an effort was made to cover all parts of the state. The community colleges and their locations are as follows:

- Blackhawk College - Moline
- College of DuPage - Glen Ellyn
- Illinois Central College - Peoria
- John A. Logan College - Carterville
- Kaskaskia College - Centralia
- Lincoln Land Community College - Springfield
- Malcolm X College - Chicago
- Oakton Community College - Morton Grove

- Olney Central College - Olney
- Parkland College - Champaign
- Prairie State College - Chicago Heights
- Rock Valley College - Rockford
- Waubonsee Community College - Sugar Grove
- William Rainey Harper College - Palatine
- Wilbur Wright College - Chicago

Several of the community colleges were housed in interim quarters pending construction of permanent facilities. Others were already occupying new buildings with the most modern equipment and facilities. All of the colleges visited typically provided two-year courses of study leading to associate degrees. They also provided the first two years of a regular four-year college course at a considerable saving to students in tuition and other costs. More important for the purposes of this study, all the community colleges have (or are in process of developing) programs of adult and continuing education which offer a wide variety of academic, vocational and recreational courses tailored to meet local needs. These programs were normally developed in cooperation with civic or community organizations. The article "Junior College a Big Boy Now" printed in the "Insight"section of the Chicago Daily News of September 11, 1973, graphically describes the growth and current status of community colleges in the state. This article is reprinted in Appendix Item 8.

One of the more important results of the site visits to community colleges is that it gave the Project Director the opportunity to meet the head of the department of adult and continuing education in each and to explain in great detail the problems involved in the education of hearing-impaired persons. The talks covered not only the nature of deafness itself, but also the impact of deafness on mental development and the typical educational retardation of hearing-impaired people, particularly in the area of language development.

With one or two exceptions, none of the educators in these colleges had had any prior experience with education of the hearing impaired. In 4 or 5 of the colleges, sign language courses were offered to the public, and these were pointed to as evidence that the colleges were serving the hearing-impaired population. It was explained to them that these courses were valuable aids in that they increased the number of people with normal hearing who could communicate more effectively with the deaf. They were especially valuable if the persons taking them ultimately acquired sufficient skills to function better as teachers, counselors or interpreters, or were parents of deaf children. However, these courses were only of indirect benefit to deaf adults who wanted to continue or resume their education in the sense that they helped provide the special services needed to help overcome the communication barrier between teacher and student in the classroom. The nature of deafness as a communication handicap was fully discussed and the roles of speechreading and sign language in reducing that handicap were explained.

Virtually every community college visited made special provision for students with other handicaps. Specifically, those orthopedically handicapped and the blind received some special services, principally in the form of easing the transportation problem between home and school. All of the educators visited agreed that there was no reason why their schools could not also serve hearing-impaired adults in the programs offered provided supportive services were funded and available. It was recognized that, in some areas, the small size of the hearing-impaired population might mitigate against establishment of a program. The essential nature of adult and continuing education is that it is normally pursued on a part-time basis by people who hold full-time jobs and who would be reluctant to spend an excessive amount

of travel time to attend classes. At the same time, the educators agreed that numbers should not be an issue since their basic obligation is to serve every member of the community who wished to be served. In areas in which very few deaf adults express interest in resuming their education, economic considerations would make self-contained classes impractical. In such areas, it would be necessary to utilize other procedures; typically, to have an interpreter serve in each class containing at least one deaf person, with the class sessions supplemented by tutoring. It was pointed out to educators that programmed instruction was a medium that could be very effective in the case of deaf persons as a substitute for tutoring, provided appropriate programs for courses were available. It was noted that several schools made use of special audio-visual equipment for individual learning. Adaptation of such equipment to serve deaf people (i.e., substitution of additional visual input for audio) was a possibility.

The educators were informed of the relatively low academic achievement levels of deaf adults and the consequent substantial need for courses in basic English, reading and arithmetic. To be effective, these subject must be taught in self-contained classes or, in extreme cases, on an individual basis, which is why programmed instruction in these areas was particularly desirable, if not essential. The relatively low reading skills of deaf adults generally was also cited as a barrier to their ability to be trained for jobs involving higher skills because such training involved reading advanced texts. This suggested that there was a great need for preparation of training manuals and other texts at lower reading levels. Actually, there is a need for special instructional media of all types for hearing-impaired adults, since it cannot be expected that media developed for primary and secondary education of the deaf would be effective for deaf adults.

Only two community colleges in Illinois - Waubonsee in Sugar Grove and William Rainey Harper in Palatine - now offer post-secondary programs for the hearing impaired. Both programs are limited partly because of the small numbers of students enrolled and partly because the schools are not equipped to serve such students more extensively. A major problem is the availability of qualified interpreters, since all students are integrated into regular classes. The small numbers enrolled result partly from the fact that most students with the potential to function successfully in post-secondary programs go to Gallaudet College in Washington, D.C. or to the National Technical Institute of the Deaf (NTID) in Rochester, N.Y. Currently, the combined undergraduate enrollment in those two educational institutes is close to 1,500. However, another factor is that the requirements for admission to the community colleges are open, so that students who are not accepted for admission by Gallaudet or NTID, have the alternative of entering one of several other small post-secondary programs for the hearing impaired in this country. A third important factor is economic: tuition fees at Gallaudet and NTID are far higher than in the other programs and, with the sharp cuts in Federal support funds channeled to students through the State Divisions of Vocational Rehabilitation, it may be expected that, in the near future, more students may be priced out of Gallaudet and NTID and into the local programs.

One of the reasons for the establishment of programs at Waubonsee and Harper was the discovery that a substantial number of students residing in Illinois were attending post-secondary programs (other than Gallaudet and NTID) in other states. These students generally received support funds through the Division of Vocational Rehabilitation, and it was felt that available funds for that purpose could serve more students if in-State programs were set up.

Only one community college in Illinois - Wilbur Wright College in Chicago - offers a program of adult and continuing education for the hearing-impaired. This program, which began in the fall of 1973, although experimental, has attracted a surprisingly large enrollment. There were eight self-contained classes in this initial offering with a total enrollment of about 140 persons, including a number who traveled from the suburbs of Chicago, often for more than an hour, to attend classes. The classes offered were:

Improving your English
Improving your Mathematics
Typing I
Key Punch I
Sewing
Current Events
Preparation for Civil Service Exams
Swimming

Almost all of these classes had instructors who could communicate directly with their students utilizing whatever methodology was required (speechreading, sign language, or a combination of the two with other media). A few were subject matter specialists who communicated with their students through interpreters. Because it was an initial offering, there was no limitation on the number enrolled in any class.

Also, in some classes, no attempt was made to screen enrollees to determine their readiness to absorb the subject matter at the level at which it had to be taught. As a result these classes were too large and too unwieldy for effective teaching. However, these "bugs" will no doubt be eliminated as the program continues. Current plans are to continue the program with an expanded number of classes as qualified persons to teach them can be recruited.

The Illinois School for the Deaf was included in the list of educational entities visited because its faculty makes it uniquely equipped to serve deaf adults who seek to continue or resume their education. However, this

school does not now have modern facilities for vocational training in the fields most needed today which deaf people can successfully enter. Also, there is some question whether its location is suitable in terms of the size of the hearing-impaired population in the area. Dr. Kenneth Mangan, Superintendent of the school, has however expressed himself as quite eager for the school to serve deaf adults provided appropriate additions or changes were made in the school plant. Such changes would of course also be of great benefit to the students at the secondary level. Under State law, the school now serves students only up to age 21. This frequently results in students having to leave before their training is completed. Establishment of a continuing program for some older students would obviously be of great benefit to them.

Survey of Existing Educational and Social Service Programs for the Deaf

Responses were received from 11 of the 12 agencies listed in Chapter II to which special questionnaires (Appendix Item 3) were sent. The one agency which did not respond directly was the State Department of Children and Family Services. However, the Illinois School for the Deaf, which is supervised by this Department, apparently responded to the questionnaire in its behalf.

The responses from these agencies, with a few important exceptions, was largely negative as regards provision of educational services to deaf adults. The important exception was the Division of Vocational Rehabilitation (DVR), which stated it served 420 adults. However, DVR does not conduct educational programs itself, but refers clients to other agencies or schools or employs private tutors. DVR appears to be the agency to which most of the other agencies channel their deaf clients. As indicated elsewhere in this report,

a very substantial number of clients of DVR are young people, termed "adult" by virtue of being at least age 18, who are supported in whole or part as students in secondary or post-secondary educational programs for the deaf in Illinois or other States. In addition, DVR employs private tutors for clients on a selective basis. Practically all other agencies responding agreed that their deaf clients needed continuing educational services, and tried to make referrals wherever possible. Some performed work evaluation services and conducted work-study programs (i.e., coordinated school and work activities) but these were in the minority. Difficult cases involving some mental or social retardation were referred to special programs by DVR or other agencies, such as those conducted by Northern Illinois and Northwestern Universities.

Chapter IV

SUMMARY AND CONCLUSIONS

This study was made mainly for the purpose of assessing the needs of the adult deaf population of Illinois in the area of basic, continuing and vocational education and to prepare a catalog of existing resources capable of meeting those needs. The needs assessment was made on the basis of a questionnaire mailed to as many deaf adults as could be identified, plus follow-up in-depth interviews of a modified random sample of those who responded to the mail questionnaire. The need was also measured on the basis of the actual extent to which existing agencies and schools now provide educational services to deaf adults. Finally, the educational facilities of the state were studied with respect to their potential to serve hearing-impaired adults.

Only approximate data on the numbers of hearing-impaired persons in Illinois is available at this time. The unpublished preliminary results of the National Census of the Deaf, begun in 1970, indicated an overall incidence of about two hearing-impaired persons per thousand in the general population, counting only those whose hearing-impairment began before the age of 19 years. Applying that ratio to the total population of Illinois yields a figure somewhat in excess of 20,000 for the number of hearing-impaired persons in the State, not including those with very mild hearing losses or whose impairment commenced after age 18. Of the total, some 5,000 are young people up to age 21 enrolled in elementary and secondary school programs. Thus, if the Census results are valid, it would appear that there are in the area of 15,000 hearing-impaired adults residing in the state.

In general, the geographic distribution of hearing-impaired persons follows that of the regular population, but only in broad outline. There

was a relatively heavier concentration of hearing-impaired persons in or near large urban areas, with a rather thin scattering of them throughout the remainder of the State.

A basic questionnaire form was developed and mailed to hearing-impaired persons in Illinois whose names were provided by the National Census records or had been supplied to the Census by the Project Director. In all, the Census mailing included 4,110 names. An additional 675 forms were mailed out separately by the project staff. Of the total of 4,785 forms mailed, some 505 were returned by the U.S. Postal Service as undeliverable, leaving the net number of delivered items at 4,280, including some duplication. Responses that could be included in summary tabulations were received from 1,220 persons or 28.5 percent of the net number of forms delivered.

Of the 1,220 respondents to the basic questionnaire, 527 had indicated that they did not wish to participate in follow-up interviews. Samples were drawn from among the remaining respondents (excluding those still attending school) stratified by area of residence. Thirteen areas were sampled, including five comprising the city of Chicago, four the Chicago suburbs and four other areas of Illinois (Rockford, Peoria, Springfield-Jacksonville and East St. Louis). It was intended that each of 20 field agents would interview 10 persons and the sample drawn aggregated more than 200 names. By the deadline date, 190 persons were interviewed. These interviews were for the purpose of verifying and supplementing the information obtained in the basic questionnaire in an effort to gain further insight into the lifestyles of hearing-impaired persons and their reactions to the idea of resuming or continuing their education in some form.

Visits were made to 15 or the 47 community colleges now operating in Illinois and to two other schools to review how they serve the community

with their programs and facilities, and to measure their potential to serve hearing-impaired adults. These visits also served to give the heads of adult or continuing education departments in these colleges the opportunity to learn about the special educational problems of the hearing-impaired.

Finally, a special questionnaire was sent to 11 agencies which provide some social services to hearing-impaired persons, to ascertain the extent to which their services include adult education.

The fact that the National Census of the Deaf was able to identify only about 4,500 hearing-impaired persons in the state (exclusive of those enrolled in school programs) has serious implications. The number represents only about one third of the estimated true total number of such persons in Illinois. This lack of identification means that the majority of hearing-impaired persons are not receiving necessary social and educational services that may be available. Far more serious, obviously, is the fact that it tends to minimize the problem of hearing-impairment in terms of numbers, thus leading to inadequate planning by agencies concerned with various aspects of the problem.

Summary of Responses to Basic Questionnaire and of In-depth Interviews

The 1,220 respondents to the basic questionnaire comprise about 7 percent of the estimated total number of hearing-impaired persons in the state. However, they are probably not a true cross-section of that population. Although hearing-impaired persons have as wide a range of academic skills as does the general population, there is a much larger proportion of hearing-impaired persons with minimal language ability. The nature of the

basic questionnaire, despite the extreme efforts made to simplify the wording, was such as to preclude a substantial response from such persons. There is some evidence that many recipients of the questionnaire did not understand it or its purpose and either failed to respond to it or treated it as either an application for employment or an enrollment form for an adult education program. Also, a number of questionnaires were filled in by relatives of the actual recipients. This very lack of understanding suggests that the results of this survey as regards adult education needs tend to understate the true situation in the state.

Of the 1,220 respondents, 52 percent were from men and 48 percent from women. The men, with a median age of 35.1 years, were somewhat younger than the women whose median age was 40.4 years. Ten percent of the respondents were senior citizens. The age distributions of men and women were quite different. Of the women, more than one-third reported they were housewives; i.e. were not in the labor market. These women had a median age of 48.0 years, largely accounting for the relatively high median age of all women in the survey. Only 10 percent of the respondents were nonwhite, a figure significantly lower than the incidence of nonwhite persons in the general population.

About 70 percent of the respondents have become hearing-impaired before the age of 3 years, including 43 percent who had been born with their hearing loss. For only 2 percent was the date of onset of the disability reported as after age 18. Typically, the proportion with onset at birth varied inversely with age; the proportion was highest - 61 percent - for the 18 to 24 years group, and declined with each higher age group, to 23 percent for those aged 65 and over. There was no important difference in age at onset as between men and women. These figures are consistent with what is known of the effects of advances in medical science in recent years on the incidence of deafness.

The great majority of respondents -- 71 percent -- reported that they had attended school from 8 to 16 years, with 13 percent reporting more than 16 years. While there has been an increase in the number of hearing-impaired persons continuing their education beyond high school, there has also been an increase in the number beginning their schooling 2, 3 or more years before the usual school-entering age. In addition, under Illinois law, the state's obligation to educate hearing-impaired children does not end until age 21. The figures on number of years of schooling should therefore be interpreted as indicating the very special difficulties encountered in educating the hearing-impaired, and the generally slow academic progress they made.

Even when high school is completed by a deaf student, he is apt to have attained a markedly lower academic achievement level than the typical graduate with normal hearing.

Some 16 percent of the respondents reported they were unemployed. If housewives are excluded, this percentage rises to almost 20 percent, a figure consistent with what some other surveys have shown. The number unemployed excludes respondents who reported they were still attending school. On the other hand, the questionnaire was distributed during the summer months when some students had temporary summer jobs. This tended to inflate the proportion employed. The unemployed percentage tended to be highest for the senior citizen group. These persons were probably retired for the most part.

The 75 percent of the respondents who indicated that they were interested in some type of adult education, included 34 percent who marked two or more fields. Their interests were quite varied and covered basic as well as vocational education and recreational courses. In vocational education, the proportion interested in learning a new type of work was more than twice the proportion who indicated they desired to improve their skills on their current

jobs. The percentage of respondents who did not indicate any interest at all was lowest -- 14 percent -- for the youngest group and rose steadily by age to 57 percent for the 65 and over group. These figures appear to indicate that there is a great desire for adult education of some type by a very substantial portion of the adult hearing-impaired community. But they also show that there is a lack of awareness by many hearing-impaired persons of what a properly organized adult education program can do for them. The large number of persons who failed to return the basic questionnaire may also be evidence that many hearing-impaired persons had language skills too low to enable them to appreciate the purpose of the questionnaire. It may also reflect antipathy towards education in general resulting from the frustrations encountered during the regular school years.

About two-thirds of the respondents had indicated that they were members of at least one organization of the deaf (social, fraternal or religious) with one-third being affiliated with two or more such groups. The percentage with some social affiliation rose with age from 52 percent for the youngest adults (aged 18 to 24) to 78 percent for those aged 65 and over. These figures confirm the fact that hearing-impaired persons are highly gregarious. The high percentage of aged adults with some social affiliation coupled with the low proportion of them who had indicated some interest in adult education suggests that for this age group the primary need was social involvement rather than educational. To many,regardless of age, the opportunity to participate in adult education programs is regarded as an important additional social activity, apart from other values that the programs offer.

The 1,220 persons submitting basic questionnaires included 53 who described themselves as "hard of hearing" and 14 who had some disability in addition to hearing-impairment (multiply-handicapped). The multiply-handicapped

persons obviously need to be studied individually to determine how they may be helped.

The main outcome of the follow-up in-depth interviews was that they largely confirmed the findings of the basic questionnaires as regards employment, education and need for adult education. In addition, they provided some insight into (a) the quality of social relationships within the family and with society in general, as well as with peers, (b) the actual use of leisure time, and (c) the degree of communication skills in various modes. The data in these areas may be summarized as follows:

(a) Hearing-impaired persons tended to have much better social relationships within their own families and with peers than with general society. Married persons had significantly better relationships than did unmarried ones in all these situations. This suggests that hearing-impaired persons are primarily family-oriented socially. A very substantial majority have normal or better relationships with peers. However, among unmarried persons, the percentage with less-than-normal relationships with peers seems unusually high - 42 percent. The percentage of interviewees with normal or better relationships with general society was 43 percent.

(b) In the area of use of leisure time, it was clear that the interviewees as a group had quite varied interests. However, as might be expected, only one-fifth indicated that these interests were of a cultural or intellectual nature. The major interests appeared to be social activities and creative work, but interest in sports was also high, either as spectator or participant. Only a very small number of interviewees failed to identify an interest. The high percentage with creative interests (arts and crafts) is

probably related to the relatively large number of unmarried women who do not have means and/or opportunity for normal social involvement with their peers. The values imputed by the interviewees to their leisure time activities did not form any special pattern.

(c) The interviewees as a group were found to be below average in all forms of communication observed (oral, manual, writing, reading). Even so, the results may be overstated. The fact that the group interviewed had oral skills much lower on the average than their manual skills is significant. It gives additional support to the statement frequently made that purely oral instruction to hearing-impaired persons in school situations has been responsible in large measure for the generally low academic achievement levels of these persons.

Surprisingly, the manual communication skills of the interviewees were not especially high. As a group, they had a median score of just 2.92 in quality and of 2.60 in content of manual communication which, under the system of scoring used,meant that more than half the group were below average in these respects. (A person rated average was assigned a score of 3.) This suggests that hearing-impaired persons in traditional educational patterns do not generally develop high manual communication skills. A contributing factor here, again, is the relatively limited general language skills they have. This is supported by the median scores of the group in ability to communicate by writing and in their reading skills. Both median scores were well below the score for manual communica-

tion skills and only a little higher than the median score for oral skills. While these results lack objectivity, they do present an overall depressing picture of the general communication skills of deaf adults, and point up again their need to strenghen their basic language and other academic skills.

The Illinois Community Colleges

The 15 community colleges visited in connection with this study can be called a fair cross-section of all 47 such institutions now in the state. All have or are planning to have new buildings with the most up-to-date classroom facilities and equipment, including vocational training equipment and media designed to develop skills essential for holding many of today's professional, semi-professional and/or technical jobs. The state now has 38 community college districts which, in December 1972, had an estimated total population of 10 million persons, or 90 percent of the total state population.

The community colleges are basically two-year colleges which provide instructional credit curricula which includes:

1. Courses towards bachelors' degrees transferable to 4-year colleges and universities.
2. Vocational-technical training leading directly to employment in new and existing commercial and industrial fields.
3. General studies of a post-secondary nature.

However, they also provide, or are planning to provide:

1. Continuing adult education designed to meet the needs of part-time students of all ages at places and times convenient to the students.
2. Community services especially designed for relevance to current community development.

Many of the community colleges already have well-developed adult education programs embracing the last two items above, which include courses in a very wide variety of subjects. The particular courses offered by any one community college are tailored to the needs and interests of that community and are held not only in the college building itself, but in local high schools which cooperate with the program. Many programs include adult basic education and other pre-college and pre-secondary level courses to the extent a demand for them is made. Recreational courses are very common and popular and include instruction in specific arts and crafts as well as in specific sports. Vocational courses such as those in welding, auto mechanics and autobody work are also frequently offered. Since the emphasis is on community service, there is a constant effort to identify the needs of even a small group of people and courses to meet that need are started whenever a sufficient minimum number of people apply for it. For example, in one community college (Rock Valley) plans are being made to set up instructional courses to be conducted in Spanish for the benefit of Spanish-speaking adults in the community.

However, at the time this report was prepared, only one community college (Wilbur Wright in Chicago) provided a program especially for deaf adults. This program, which began in the fall of 1973, is enjoying a high initial success in terms of enrollment, because it is the first such program available in several years and because it can draw on the relatively large population of hearing-impaired persons in the greater Chicago area.

The very nature of adult education implies part-time attendance at a school by persons who are employed full time and whose attendance is a leisure time activity. Therefore, it is a truism that the schools attended are those which are reasonably centrally located with respect to where people

live and can be reached by travel of no more than an hour between home and school. It is for this reason that community colleges are almost ideal for the purpose of housing adult education programs for the hearing-impaired. The problem here, however, is that in areas outside of the greater Chicago Metropolitan Area, the size of the hearing-impaired population may be too small to encourage establishment of a program for them in any one community college. The question here is whether the hearing-impaired community in any part of the state should be deprived of adult educational opportunities simply because of its small size.

Although community colleges appear to be ideal sites for adult education programs, that isn't to say that other facilities should not be explored. There has long been a complaint that the elementary and secondary school facilities in the country are insufficiently utilized. Actually, in the past, secondary schools had been used considerably for adult education programs and still are, for that matter, except that there is a trend toward coordination of such programs through community colleges. Similarly, in connection with vocational training, the facilities of trade schools should be given careful consideration and duplication in facilities should be avoided.

In his site visits to the community colleges, the Project Director found that the directors of the continuing education programs had (with only one or two exceptions) no knowledge of or experience with the problems of education of the hearing-impaired. In 4 or 5 of these colleges, courses were offered in manual communication and some directors mistakenly assumed that these courses served deaf people directly. Therefore, it was necessary for the Project Director to explain the basic nature of hearing loss as a communication handicap and the implications of various levels and ages at onset of that loss on the educational development of the individuals involved.

The directors without exception were interested and agreed that their commitment to the community also included an obligation on their part to serve the hearing-impaired members of that community, if at all possible. They appreciated the problems involved: that they had no staff members with any type of background in education of the deaf; that in the case of a low incidence handicap as deafness, most programs would involve integration of deaf adults in regular adult classes with interpreters; that truly qualified interpreters were in very short supply; that they had no funds for payment of interpreters; that integration would not be successful for instruction in basic education; that special media would be required, etc. Nevertheless, they agreed that they would cooperate with any state-wide program of adult education for deaf persons that may be established.

In addition to the community colleges, the Illinois School for the Deaf was also visited. This school is unique in that it has a faculty already trained to work with deaf students through the secondary level. For that reason, it could also participate effectively in a state-wide adult education program. It would be an ideal site for adult basic education courses in its own area. The school authorities have expressed their support of adult education for the deaf since they have first hand knowledge of the academic limitations of many of the students who leave that school at age 21 or earlier.

Social Service Agencies

The survey of social service agencies for the deaf disclosed that none actually provides educational services for adults on a direct basis. The Division of Vocational Rehabilitation funds such services as are provided by private tutors or, for special problem cases, under agreement with

Northwestern University and Northern Illinois University. It has also paid tuition and other costs for students attending post-secondary institutions.

Most hearing-impaired adults in the state are unaware of state services generally available to the population or are reluctant to avail themselves of needed services because of the communication barrier. Also, few state agencies are equipped to handle hearing-impaired clients effectively. At a meeting held by Senator Esther Saperstein in Chicago some years ago, to which she invited representatives of several state agencies, it was brought out that except for DVR, those agencies rarely had occasion or competence to deal with deaf persons. One agency, the Illinois State Employment Service, systematically referred deaf job applicants to DVR, which (at least in the Chicago area) had counselors specially trained to work with deaf clients. The situation today is essentially the same as at the time of that meeting. It indicates that there is a positive need for a central referral office to which all deaf residents of the state may go to learn of the availability of state services and to receive general counseling. There is such an office in Wisconsin supported by the state.

Conclusions

The major conclusions based on the data compiled in this study may be summarized as follows:

1. There are an estimated 15,000 hearing-impaired adults residing in Illinois. This estimate is based on an overall ratio of 2 hearing-impaired persons per 1,000 in the general population as established by the National Census of the Deaf in its recent Census. That ratio would yield a total of 20,000 hearing-impaired persons if

applied to Illinois. The 15,000 estimate for adults is a conservative one reached after adjusting the 20,000 total to allow for those under age 18.

2. The geographic distribution of hearing-impaired adults in the state roughly follows that of the general population. However, there is a greater concentration of hearing-impaired persons in or near major urban areas. Close to two-thirds (63 percent) live in the Chicago Metropolitan area and 19 percent reside in four downstate urban areas (Springfield and Jacksonville, East St. Louis, Rockford and Peoria) with the remaining 18 percent scattered throughout the rest of the state.

3. There appears to be a definate need for education programs for hearing-impaired adults that would provide a sufficient variety of educational opportunities for them. Perhaps the greatest need is for basic courses in English, reading, arithmetic, consumer education and other "high interest, low achievement" subjects; that is - subjects geared to adult interests but taught to adults with limited academic skills. Based on available data in the performance of the oldest segment (age 16-21) of the Illinois school population, the average hearing-impaired adult reads at no higher than the 5th grade level. There is also a substantial need for higher level courses, so as to give hearing-impaired persons the opportunity to obtain their high school diploma (through a GED program) so as to qualify them for training for and employment in better jobs. (In this connection, the Center for Continuing Education in Gallaudet College is currently developing a revised GED program for deaf adults which would give recognition

to their special needs.) Finally, hearing-impaired persons (particularly older ones) desire recreation-type courses (sports, hobbies, arts and crafts) such as are available to persons with normal hearing.

4. The study indicated that a substantial number of hearing-impaired persons are employed in skilled or higher level jobs. However, these data were belied by the large proportion who expressed an interest in receiving training to improve their skills or their present job or to learn a new type of work, particularly the latter. This suggests that appropriate vocational training programs for the hearing-impaired should be set up or expanded. However, many of the persons needing such training can only profit from them if their academic skills are strengthened.

5. The rate of unemployment among hearing-impaired persons (20 percent) is higher than for the general population. The rate is especially high among nonwhite persons. This fact, coupled with the expressed need for basic academic and vocational training or re-training, illustrates the dilemma in which many hearing-impaired persons find themselves: they cannot obtain jobs or decent jobs without appropriate training and their understanding of language and general reading capability is too low to enable them to receive job training effectively.

6. The key to effective adult education programs is effective communication. Hearing-impaired persons as a group have below-average ability to communicate, even in the mode in which they are most comfortable - sign language. In the sample of persons interviewed as part of this study, all but 5 percent indicated the need for

supportive communication in the classroom. The overwhelming preference was for a teacher, deaf or otherwise, who could communicate directly with a self-contained class. However, a substantial number would accept the use of an interpreter, particularly in an integrated class, but in the latter case, the need for supporting tutorial services was stressed. Dr. Thomas A. Mayes, Dean of the Center for Continuing Education, Gallaudet College, is authority for the statement that deaf adults, who initially doubted the value of interpreter services in integrated classrooms, found them much more acceptable and desirable after actual exposure to such services.

7. The community college system in Illinois appears to be an ideal vehicle to house adult education programs for the hearing-impaired. There are 47 colleges in 38 junior college districts which, collectively, serve 90 percent of the state population. The colleges are,under law, obligated to serve all members of the community and in fact offer (in addition to full and part time educational programs which permit a wide choice of individual goals) community service programs in a wide variety of ways geared to specialized local needs. These community service programs take many forms and include conferences, seminars, advisory services, consulting bureaus, lecture and concert series, etc. Directors of the adult or continuing education programs in a large sample of these colleges have expressed their interest in serving deaf adults and their willingness to do so provided necessary supportive services are funded.

8. Hearing-impaired persons aged 65 and over have a unique set of problems. Since most are retired, their needs relate to their desire to live in dignity and comfort with maximum participation in social life with their peers. For this group, adult education would serve more as an additional social opportunity than to fill a learning need. However, even on this basis, it will serve the same purpose as it does for younger persons - to improve the quality of life.

9. There remains a critical problem of identification, as evidenced by the small portion of the estimated total population of which the National Census of the Deaf had records.

10. The problem of delivering needed services to the hearing-impaired population of the state is not a simple one. Past experiences have indicated that those persons who most need help are least likely to come forward for it voluntarily.

11. This study and others also raise a question of the effectiveness of the present systems of elementary and secondary education for the deaf, and suggest that the ending of state responsibility for their education at age 21 is not at all realistic.

The data collected in this study plainly indicate that the hearing-impaired of Illinois have a need for all aspects of continuing education, a need so critical that it should receive priority consideration in state support of that type of education.

Chapter V

RECOMMENDATIONS

The history of adult education programs for the hearing-impaired in Illinois and other states has shown that these programs have been characterized by great initial enthusiasm on the part of the people they were intended to serve. This clearly indicated that such programs were wanted and indeed filled basic needs. The fact that the programs were relatively short-lived possibly reflects the existence of defects in their structure, organization and content. The current study has produced ample evidence that adult programs are wanted and needed more than ever. The Illinois Association of the Deaf has therefore developed a set of recommendations for the establishment of such programs.

In its May 1973 Report of the Development of Education and Training under the provisions of Section 10 - 22.20 of the Illinois School Code, the Adult and Continuing Education Section of the Office of the Superintendent of Public Instruction described the program developed to provide basic education and vocational training to Public Aid recipients, "in order to enhance their opportunities for self-support and to minimize or obviate their need for public assistance." The June 1973 Report of the Development of the Educational Program under the provisions of P.L. 91 - 230 (Adult Basic Education) made by the Sections explained that this law was an amendment to Title III of the Elementary and Secondary Education Act of 1966, and that the most important change was the inclusion of programs "that would enable all adults to continue their education to at least the level of completion of secondary school and make available the means to assure training that would enable them to become more employable, productive and responsible citizens." (underscoring supplied)

In fiscal year 1972-73, over 48,000 persons were enrolled under these two programs in Illinois, and the total cost was almost $12,000,000, a good part of which was contributed by the Federal Government. However, few (if any) hearing-impaired individuals could have participated in them, since no special provision for such individuals was made.

Under the Illinois Community College program, total student credit hours for adult and continuing education in fiscal year 1971-72 were almost 155,000 and total instruction costs were $7,500,000 (from the report "The NOW Colleges in Illinois, May 1973, of the Illinois Junior College Board). A good part of this cost was met by Federal and state funds. Again, there is no record of any hearing-impaired participant in these programs, and none of the directors of continuing education visited as part of this study could recall any in their own schools.

It should be clear then that there is an obligation to develop programs, geared to the special needs of hearing-impaired adults, that would enable them to benefit in greater measure from the general state programs described above, and with the same goals in mind. The special needs are mainly in the form of supportive services; i.e., the provision of teachers trained in education of hearing-impaired adults, of qualified interpreters and note-takers in classroom situations, and of educational media of all types developed or adopted for use by these adults. The recommendations below are mainly directed towards the establishment of such supportive services on a statewide basis.

However, this study as well as past experience have revealed or confirmed the existence of other needs. The general lack of information of hearing-impaired persons about their rights as residents to various state services, plus the communication barriers which prevent them from obtaining

such information or services on a timely basis, represents an additional area in which remedies or improvements must be sought. Improvement can be achieved through the creation of a central state office from which all hearing-impaired persons may receive referral or counseling services. This central office can also serve as a liaison office with all other state, local or private agencies or organizations which serve the hearing-impaired in any manner, and assist in coordinating the efforts of these agencies or organizations.

The recommendations of the IAD may therefore be summarized as follows:

1. Establishment of educational programs for hearing-impaired adults.

The state should take the necessary steps to formally authorize the various community colleges and other selected public educational facilities in Illinois to set up special adult education, vocational training, and community service programs geared to the needs of hearing-impaired adults. These programs should include the employment of specially-trained teachers in self-contained classes; of qualified interpreters and note-takers in integrated classes; and of resource teachers and tutors for students in integrated classes, as required. They would also include the use of all appropriate types of media especially prepared or adapted for hearing-impaired adults, including hardware for programmed instruction, visual aids, and other components of instructional technology.

The state should appropriate funds to support these programs, the funds to be assigned to a special account administered by a special unit in the Adult and Continuing Education Section of OSPI (See Recommendation No. 5 below). Expenditures from this account would be made to Community Colleges and other qualified schools on

the basis of applications filed with OSPI which describe the proposed program and include a tentative budget covering all costs of the program over and above those that can be met from the regular sources of support for adult and continuing education programs within the state.

The Community Colleges eligible to participate in this activity would normally be those in which adult education programs are already provided for the community at large. In areas in which no community colleges exist, other post-secondary or secondary schools which have reasonably well-developed and equipped adult-education programs would qualify for participation. The Illinois School for the Deaf should be given special authority at least to establish an adult basic education program in its area because of its unique ability to provide qualified teachers for that purpose.

The programs authorized under this recommendation should include not only instructional courses for credit at all levels as required, but also recreational-type courses similar to those available to the general public.

2. Development of an adequate supply of qualified teacners of hearing-impaired adults.

The state should support and encourage the development of a sufficient number of qualified teachers in various subject matter areas to meet the needs of the programs described in Recommendation No. 1. Funds should be made available for scholarships and other incentives to encourage persons to undergo the special training required in approved University programs of education for the hearing-impaired which in turn would be encouraged to add appropriate courses

of study to their curricula leading to competence in the instruction of adults. In this connection, the state should support and encourage the development of a separate set of criteria for the training and certification of teachers of deaf adults. Those funds may be administered as part of the special account described in Recommendation No. 1 but earmarked for this purpose.

3. Development of an adequate supply of qualified classroom interpreters.

The state should support and encourage the development, through a carefully organized training program, of a substantial body of qualified interpreters to serve in classrooms in post-secondary and adult education programs for the hearing-impaired. To this end, the state should collaborate with the Department of Special Education of the University of Illinois, the Deafness Research and Training center of New York University, the Center on Deafness of the California State University at Northridge, the National Technical Institute for the Deaf, and the National and Illinois Registry of Interpreters for the Deaf, all of which have developed special materials for the training of such interpreters. Funds should be made available on a continuing basis to support this activity which may be carried on in any appropriate University or Community College in the state. These funds may also be administered as part of the special account described in Recommendation No. 1 but earmarked for this special purpose.

4. Establish a Central State Educational Media Center to serve all programs for the hearing-impaired within the State.

There is a need for a central facility within the state to make available to all educational programs for the hearing-impaired -

from pre-school through adult and continuing education - the most modern and effective teaching materials and equipment. This facility may also serve as a development and evaluation center to test new materials for use at the several academic levels. The center would maintain close liaison with other media centers for the hearing-impaired in the country, and should obtain maximum cooperation from the office of Media Services and Captioned Films in the Federal Department of Health, Education and Welfare. The cost of supporting this central media facility would be shared by the special account described in Recommendation No. 1 above and the other state funds which support regular special education programs for the hearing-impaired.

5. Establishment of a special unit within the Adult and Continuing Education Section of OSPI.

The state should establish a separate unit within the Adult and Continuing Education Section of OSPI that would concern itself solely with the various aspects of educational programs for hearing-impaired adults as described in the four preceding recommendations. In addition to overseeing the creation and operations of the various programs, this unit would maintain liaison with other state government units which have some interest in or concern with education of the hearing-impaired at some level including the Handicapped Children's Section of OSPI, the Division of Vocational Rehabilitation, the Department of Children and Family Services and the Illinois Junior College Board. It would also maintain close contact with the Central referral office recommended below.

6. Creation of a full-time Central Referral Center for the Hearing-Impaired.

The state should set up and support a full-time referral center in an appropriate location, for the benefit of all hearing- impaired residents. The functions of this center would be:

(a) To disseminate information to all hearing-impaired persons on the variety of state services available to them and to assist them in obtaining such services.

(b) To provide counseling services of a general nature and to refer individual hearing-impaired persons to the appropriate agency for specialized counseling as required.

(c) To act as an "ombudsman" for hearing-impaired residents to help overcome the communication and other barriers in their contacts with state or other agencies.

(d) To establish and maintain as complete as possible a name and address list of hearing-impaired persons in the state, in order to provide a more accurate basis for all state and local planning involving them and to insure that the maximum number receive the services to which they are entitled.

(e) To publish a monthly or quarterly bulletin or newsletter to be distributed to all families in the state which include one or more hearing-impaired persons. The purpose of this bulletin would be to disseminate general and special information on all developments that may affect such persons.

(f) To maintain liaison with other state agencies and offices and with all other institutions or organizations serving the hearing-impaired, and to assist in coordinating the activities of these agencies, institutions and organizations.

(g) To function as a central communication office (1) to arrange to alert the hearing-impaired population in emergency situations via television or other mass media channels and (2) to maintain contact with hearing-impaired individuals via the teletype-telephone network in existence.

If this recommendation is adopted, it is further recommended that the state contract with the Illinois Association of the Deaf to operate this central referral office. The Association is the major representative of the hearing-impaired population of the state and individual members of that population are more likely to identify with it and therefore to seek its services.

Costs of Recommended Programs

There is little or nothing in the way of precedent to serve as a basis for measuring the costs of the programs recommended. In the case of Recommendation No. 1, such measurement would depend on the specific details of individual programs adopted and those may vary considerably in size and scope, which is why they have not been included in the recommendations proper. Because of the very uneven dispersal of hearing-impaired adults throughout the state, programs may include "classes" ranging from those involving a single adult regularly receiving individual instruction, to one-night lecture type meetings of up to several hundred persons. Self-contained classes may

be possible in only a few heavily-populated areas in the state; in most programs it may be necessary to place deaf adults in regular classes and give them interpreter and note-taker assistance, supplemented by resource teaching or tutoring. In some programs, computer-assisted learning may be feasible. Also, even at the best, if Recommendation No. 1 is adopted, it may be some length of time before it can be fully implemented because of the considerable spadework involved in getting programs started, staffed and housed, and alerting the population to be served by them. Finally, funding would be required only for that part of the cost which would not be met by outlays from regular funds available for adult and continuing education.

On the basis of data available, it is difficult to determine a per capita or per credit hour cost for adult education for the deaf. In some courses (a deaf teacher with standard materials), no extra costs over and above regular amounts may be involved. At the other extreme, (a single individual requiring both interpreter and tutoring services) the total cost would exceed the regular $50 per credit hour by a great margin. A fair estimate for instructional costs would appear to be double the regular figure, or $100 per credit hour. Of this amount, $50 could come from regular community college support and the remainder from special state funds. A three-year projection of enrollment allowing for steady growth might be somewhat as follows:

	First year	Second year	Third year	Total
Courses	200	400	600	1,200
Credit hours	600	1,200	1,800	3,600
Special funding	$30,000	$60,000	$90,000	$180,000

The cost for training teachers and interpreters (Recommendations No. 2 and 3) would obviously depend on the number and type to be trained, since teachers in the area of adult education normally work on a part-time basis.

If we assume that scholarships aggregating $15,000 per year would be made available, the 3-year cost would be $45,000. Special short term programs are available at Gallaudet College and could be set up at other colleges for such training. The cost for training interpreters would depend on how classes are set up. If they are evening classes that attract applicants from the immediate vicinity in which the classes are held, they may be made part of existing adult education programs. In that event, tuition would be nominal or free, and teacher salaries would be met by regular funds. The only extra cost would be for media. Assuming $100 per class and 10 such classes per year, would yield a 3-year cost of $3,000.

There is no adequate basis for estimating the cost of a central media facility (Recommendation No. 4) since much depends on the size of the staff and the cost of rental or construction of space, as well as the costs of the various items of media themselves. However, for the purposes of this report, the cost for the first 3 years may be taken at $135,000. This assumes a staff of 3 persons headed by a media specialist, and includes the cost of rental of temporary space, pending decisions as to the future permanent home of this center. It is assumed that the items of media themselves would be ultimately charged to the various school systems which requisitions them from the center; hence, there need be no separate estimate for such costs at this time.

The special unit in the Adult and Continuing Education Section of OSPI need not consist of more than 3 persons: a unit head, his assistant and a secretary. Other needed services: fiscal, legal, etc., can be supplied by the regular staff of OSPI so that additional provision for them need not be made. It is also assumed that there is adequate space for this unit in existing quarters now occupied by the Section. For the 3 staff members,

it is estimated that the 3-year cost for salaries, travel and other supplies not otherwise provided for would be $120,000.

The cost of setting up and maintaining the central referral office described in Recommendation No. 6 would also depend mainly on the size of the staff. The State Service Bureau for the Deaf in Wisconsin has a staff consisting of a full-time Director plus part-time secretarial and/or clerical assistance, and for fiscal year 1972-73 had a budget of about $30,000. Its functions appear to be essentially similar to that recommended for an Illinois facility, although far less extensive. Account must also be taken of the fact that the Illinois population of hearing-impaired persons is in the neighborhood of three times that for Wisconsin. A fair 3-year estimate of the cost of the recommended facility in Illinois would be $150,000, including salaries for a staff of 3 persons, housing, equipment, and costs of providing the recommended services. This estimate may be low because of the inflationary spiral.

The estimated costs of the recommended programs for the first 3 years may be summarized as follows:

Recommendation No. 1	- Instructional Costs	$180,000
2	- Teacher-Training	45,000
3	- Interpreter Training	3,000
4	- Media Center	135,000
5	- Special Unit in OSPI	120,000
6	- Central Referral Office	150,000
	Total	$633,000

The estimated total of $483,000 cost for the initial 3 years for all programs recommended in this report directly related to adult education (Recommendation No. 1 through 5) would be relatively small compared to the total cost of education for hearing-impaired persons up to the age of 21 now incurred in Illinois. The annual cost for the Illinois School for the

Deaf alone is in the neighborhood of $3,000,000. The estimate annual cost for hearing-impaired children in day school programs or other parts of the state is about $4,000,000. Thus, at current rates, the 3-year cost for pre-school, elementary and secondary education for the hearing-impaired in Illinois is approximately $21,000,000. Moreover, this figure does not include the special support funds for education supplied by the Division of Vocational Rehabilitation. However, even disregarding the latter item, the estimated cost for the recommended programs represents an addition of only about 2.3 percent to current educational costs incurred by the State with respect to hearing-impaired persons.

It must be kept in mind that the relatively low cost of the recommended programs simply relates to the practicability of adopting them. Regardless of cost, it is urgent that these or similar programs be set up because of the demonstrated fact that far too many hearing-impaired persons now end their formal education prematurely, without the training or skills they would need to qualify for jobs in the increasingly complex world of work. As the supply of unskilled jobs dwindles, it may be expected that a higher proportion of hearing-handicapped persons would be unemployed and would burden the public welfare rolls, unless greater efforts are made to prevent such an eventuality and to maximize the number of hearing-impaired to all self-supporting, tax-paying citizens. The educational programs recommended here would comprise highly meaningful and effective forms of such efforts.

The Central Referral Office described in Recommendation No. 6 is one that has long been needed. Current efforts to assist the hearing-impaired population to obtain the same state services that are available to all others are fragmentary or non-existent. The relatively low educational levels of that population makes it unlikely that any improvement in that

situation can come about unless special provision is made to give direct help. The proposed central facility would provide such help to Illinois residents on about the same basis as are done by similar programs in other states.

Final Remarks

Another point that should be considered is the possibility of absorbing the adult education program for the deaf into the regional school concept. With this approach, the regional apparatus would provide advisory services and share costs of some functions, and would provide better coordination of educational services at all levels to the hearing-impaired. This approach cannot be fully delineated, however, until much more is known about regional planning.

It was the purpose of the study project to determine the extent of the need for adult education services for the hearing-impaired population of Illinois. In making recommendations, the study committee is simply offering some suggestions for implementing such services. Program development would understandably be a long-term and intensive task in which the IAD hopes to continue to participate.

The Illinois Association of the Deaf is deeply grateful for the opportunity extended to it to make this study. Its recommendations are based not only on the special data assembled from the hearing-impaired community, but also on its many years of involvement in all matters affecting that community. At the same time, it has kept in mind the relatively low incidence of hearing-impairment and the need for practicality in the devising of programs which would involve reasonable per capita costs. It is hopeful that this study has accomplished that purpose and therefore respectfully

requests that the most serious consideration be extended to the recommendations contained herein, to the end that appropriate legislation to give effect to them be drafted and introduced into the State Legislature.

APPENDIX

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ITEM 1

National Census of the Deaf

PROJECT OF THE NATIONAL ASSOCIATION OF THE DEAF

814 Thayer Avenue, Silver Spring, Maryland 20910 Phone: 301 - 588-8414

August 28, 1973

Sponsoring Organizations —

American Academy of Opathalmology and Otolaryngology

American Athletic Association of the Deaf

American Council of Otolaryngology

American Speech and Hearing Association

Board for Missions to the Deaf Lutheran Church Missouri Synod

Conference of Church Workers Among the Deaf

Conference of Executives of American Schools for the Deaf

Council of Organizations Serving the Deaf

Convention of American Instructors of the Deaf

Gallaudet College Alumni Association

International Catholic Deaf Association

National Association of Hearing & Speech Agencies

National Congress of Jewish Deaf

National Fraternal Society of the Deaf

National Institute of Neurological Diseases and Stroke

National Rehabilitation Association

Professional Rehabilitation Workers with the Adult Deaf

Registry of Interpreters for the Deaf

The Deafness Research Foundation

Dr. Samuel A. Block
8041 Kildare
Skokie, Illinois 60076

Dear Sam:

Enclosed is the report of the National Census of the Deaf Population's participation in the Illinois Continuing Education Survey.

I think I must have misunderstood your letter of July 23, 1973. We did eliminate duplications among the several lists provided by IAD. But as you know, we, like most other researchers, do not try to eliminate all possible duplications. We feel it's much better to increase the number of individual responses by mailing out a few more questionnaires, which may be possible duplicates, than to eliminate an unduplicated name.

Sincerely yours,

Marcus T. Delk

Marcus T. Delk
Senior Research Associate

Enclosure

This project is being conducted by the NATIONAL ASSOCIATION OF THE DEAF and is supported, in part, by the SOCIAL AND REHABILITATION SERVICE, U.S. Department of Health, Education and Welfare.

ILLINOIS CONTINUING EDUCATION STUDY
NCDP
PARTICIPATION

At the request of the Illinois Association of the Deaf, the National Census of the Deaf Population (NCDP) was asked to participate in the Illinois Continuing Education Study.

The National Census of the Deaf Population was asked to perform the following:

1. Keypunch and verify all names and addresses presently available to the Illinois Association of the Deaf (IAD).

2. Perform all the computer programming necessary to eliminate any names on the IAD list that would duplicate names on the NCDP Verified Deaf list for Illinois residents born in 1955 or earlier.

3. Prepare a clean list of names that would serve as the population for the survey.

4. Conduct the original mailing of the IAD questionnaire, the NCDP covering letter and the IAD covering letter, with no follow-up mailings.

Keypunch and Key Verification

The NCDP keypunched and key verified 2,467 names and addresses submitted to it by the IAD. Approximately 175 names and addresses were resubmitted to the IAD because of insufficient address. These names and addresses were dropped from the survey because there was not time to do the follow-up work necessary to correct them.

The majority of the names received from the IAD came from two sources, (1) the IAD membership list, and (2) the National Fraternal Society of the Deaf membership list for the state of Illinois.

A format was created to make the names and addresses received from the IAD compatible with the NCDP verified list. This step was necessary to facilitate the next step, eliminating duplicates. (For a description of the format, see Attachment A).

Eliminating Duplicates

After all the names received from the IAD had been keypunched and key verified, they were placed on a computer tape.

This list was then sorted and alphabetized by name. In eyeballing the IAD list, it was noticed that there was some duplication. A procedure was developed to handle the elimination of these duplicates

at the same time as the duplicates between the NCDP verified list and the IAD list would be eliminated.

The NCDP list contained 4,691 names and addresses of persons who had been verified as being deaf for the state of Illinois. 1,288 of these names and addresses were eliminated from the list because they would not meet the minimum age requirement for inclusion in the survey. The remaining 3,403 were placed on a computer tape, sorted and alphabetized by name.

Both lists (the IAD list and the NCDP verified list) were then merged, sorted, and alphabetized by name. The new list contained 5,870 names and addresses. 1,760 were eliminated by the computer as duplicates. The following steps describe the procedure used in detecting duplicates:

1. The names on the list were sorted by:
   a. Type of list (IAD or NCDP)
   b. First name
   c. Middle initial
   d. Last name
   e. Name suffix (Jr. or Sr.)
   f. Name prefix (Mr. or Mrs.)

2. Comparisons were made on the last name, first name, middle initial and name suffix of an entry with the preceding entry. If these comparisons did not match, the name was not considered to be a duplicate.

3. If the above comparisons were successful, a further comparison was made for name prefix. If this comparison failed, the name was not considered to be a duplicate.

4. If the comparisons of Steps 2 and 3 were successful, the name was considered to be a duplicate. Before a name was eliminated, a final check was made to determine on which list (IAD or NCDP) the name appeared. If both names were from IAD, one was kept and the other eliminated. If one name came from the IAD list and the other from NCDP, the IAD name was kept and the NCDP name was eliminated. This procedure was used because it was felt that the addresses on the IAD list were more up-to-date than those on the NCDP verified list.

Using this procedure, an entry had to get to Step 4 before it was eliminated as a duplicate.

Master List

A master list of the remaining 4,110 names and addresses was used to mail out the IAD screening questionnaire. A clean tape was produced containing the 4,110 names and addresses. This tape was then taken to

Mr. E.C. McFadden, Computer Software Consultant, who handled the set-up and production of the cheshire labels which were used for the mailing.

Mailing

The original mailing was handled by Mailing List Systems, LTD., of Alexandria, Virginia.

The mailing consisted of:

(1) IAD screening questionnaire
(2) NCDP covering letter
(3) IAD covering letter
(4) Return envelope (Addressed to IAD)
(5) NCDP mail-out envelope

See Attachments B, C, D, E, and F for examples of each.

The duties performed by Mailing List Systems included; folding and inserting the IAD questionnaire, NCDP and IAD covering letters, inserting the IAD return envelope, affixing labels and postage, and mailing the packet.

On July 2, the 4,110 packets were mailed. 435 or 11 percent were returned to this office by the Post Office as undeliverable.

ATTACHMENT A

ILLINOIS CONTINUING EDUCATION STUDY
(LABELS)

CODE SHEET

COLUMN	ENTRY
1	*
2-4	(MR. OR MRS.) only if it says so!
5-13	FIRST NAME
14	MIDDLE INITIAL (if none leave blank)
15-26	LAST NAME
27-28	NAME SUFFIX (Jr. or Sr.) only if it says so!
29-56	STREET ADDRESS
57-71	CITY
72	BLANK
73-74	STATE CODE (2 characters)
75	BLANK
76-80	ZIP CODE (5 digits)

START ALL NAMES OR ADDRESSES IN THE BEGINNING OF THE CORRECT COLUMN.

ABBREVIATIONS

AVE	AVENUE
BR	BRANCH
CT	COURT
DR	DRIVE
HWY	HIGHWAY
IND	INDEPENDENT
LA	LANE
STA	STATION
TER	TERRACE
RT	ROUTE
BLVD	BOULEVARD
PKWY	PARKWAY
PL	PLACE
ST	STREET
RD	ROAD
TRL	TRAIL
N.	NORTH
S,	SOUTH
W.	WEST
E.	EAST

Use no space after period

IL	ILLINOIS
IN	INDIANA
WI	WISCONSIN
IA	IOWA
MO	MISSOURI
KY	KENTUCKY
MI	MICHIGAN

Illinois Continuing Education Study
Illinois Association of the Deaf
(Contract No. H-448, OSPI)

SPECIAL QUESTIONNAIRE FOR DEAF ADULTS
(Persons at least 18 years old)

1. My name is _____ (First (5-12) Middle initial (13) Last (14-25) S(26-27))

2. I live at _____ (Number Street (28-35) City or town (56-71) Zip (72-76))

3. I am a: 1 ☐ male (5) 2 ☐ female

3(a) I am _____ years old (6-7)

3(b) I am: 1 ☐ white 3 ☐ Spanish-American (8) 2 ☐ Negro or black 4-7 ☐ other _____

4. I became deaf at: 01 ☐ birth ☐ _____ years of age
02 ☐ less than 3 years old 99 ☐ don't know (9-10)

5. I started school when I was _____ years old (11-12)

6. I stopped school when I was _____ years old (13-14)

7. I attended _____ School for the Deaf.

8. I am still in school: 1 ☐ yes 2 ☐ no (15)

9. I have a job now. 1 ☐ → 9(a) My job is _____ (17-18)
I do not have a job now. 2 ☐ (16)
I am a housewife. 3 ☐

10. I would like to learn more about: (19)
1 ☐ Reading and writing
2 ☐ Math or arithmetic
3 ☐ My job
4 ☐ A new kind of work
5 ☐ Sports
6 ☐ Hobbies
7 ☐ Arts and crafts
9 ☐ Other _____

11. I am a member of:
1 ☐ Illinois Association of the Deaf (20)
1 ☐ Frat (21)
1 ☐ Other _____ (24)
1 ☐ A club for deaf people (22)
1 ☐ A church for deaf people (23)

12. I want to ask some of you more questions about how you feel about adult education. Can we send someone to your home to talk to you? 1 ☐ yes 2 ☐ no (25)

Do Not Detach

NOTE: If you fill out and return this questionnaire by July 31, 1973, you will be eligible for a free prize drawing (see enclosed letter from President John B. Davis of the Illinois Association of the Deaf). Please write your name and address below:

Name _____

Address _____

ATTACHMENT C

National Census of the Deaf

PROJECT OF THE NATIONAL ASSOCIATION OF THE DEAF

814 Thayer Avenue, Silver Spring, Maryland 20910 Phone: 301 - 588-8414

Sponsoring Organizations ...

American Academy of Ophthalmology and Otolaryngology

American Athletic Association of the Deaf

American Council of Otolaryngology

American Speech and Hearing Association

Board for Missions to the Deaf Lutheran Church Missouri Synod

Conference of Church Workers Among the Deaf

Conference of Executives of American Schools for the Deaf

Council of Organizations Serving the Deaf

Convention of American Instructors of the Deaf

Gallaudet College Alumni Association

International Catholic Deaf Association

National Association of Hearing & Speech Agencies

National Congress of Jewish Deaf

National Fraternal Society of the Deaf

National Institute of Neurological Diseases and Stroke

National Rehabilitation Association

Professional Rehabilitation Workers with the Adult Deaf

Registry of Interpreters for the Deaf

The Deafness Research Foundation

Dear Friend:

When you agreed to participate in the National Census of the Deaf Population, we promised you complete confidentiality of all information given to us. You will see pictures in the next issue of the Deaf American which show your questionnaire being burned in the Montgomery County (Maryland) incinerator. So you can be assured that every precaution has been taken to keep information about you confidential.

This mailing is no exception. We are doing it as a service to you, the deaf residents of Illinois, because the study being made by the Illinois Association of the Deaf is designed to promote your welfare.

We are sure you will want to cooperate with this study by filling out the enclosed questionnaire. However, if you do not do so the Illinois Association of the Deaf will not know you have received it. Please note that the questionnaire is to be returned to the Illinois Association of the Deaf (IAD), not to us.

By handling the IAD request this way, we are preserving your privacy as we promised. But we want to do more than protect deaf peoples' rights to privacy: we want to contribute to their welfare. We think we have done both in this matter.

Sincerely,

Jerome D. Schein
Director
National Census of the Deaf Population

Frederick C. Schreiber
Executive Secretary
National Association of the Deaf

This project is being conducted by the NATIONAL ASSOCIATION OF THE DEAF and is supported in part

ATTACHMENT D

Illinois Association of the Deaf

OFFICERS
JOHN B. DAVIS, President
9501 N. Tripp, Skokie 60076

ROBERT R. ANDERSON
1st Vice President
125 Webster Ave., Jacksonville 62650

JOHN G. OTTO,
2nd Vice President
1713 Holmes, Springfield 62704

AL VAN NEVEL
Secretary
4326 W. Augusta Blvd., Chicago 60651

THEODORE HUBER
Treasurer
1708 Linden, Jacksonville 62650

TRUSTEES
DAVID MUDGETT
JAMES CARTER
EARL A. NELSON

EDITOR
STATE-WIDE BULLETIN
CHESTER S. GFIER
4706 N. Paulina, Chicago 60640

EDUCATION
ROBERT DONOGHUE, Chairman
230 Ridge Ave., Evanston 60202

ISD LEADERSHIP AWARD
LARRY BRICK, Chairman
655 S. Diamond, Jacksonville 62650

LAW
AL VAN NEVEL, Chairman
4326 W. Augusta Blvd., Chicago 60651

MEMBERSHIP
JOHN G. OTTO, Chairman
1713 Holmes, Springfield 62704

MENTAL HEALTH
DAVE KENNEDY, Chairman
632 Frontage Rd., Morton Grove 60053

TELEVISION
ROBERT R. ANDERSON, Chairman
125 Webster Ave., Jacksonville 62650

TRAFFIC BUREAU
HARRY STROM, Chairman
4872 N. Kilpatrick, 60630

WAYS AND MEANS
JAMES CARTER, Chairman
180 Boulder Hill Pass, Aurora 60538

Dear Friend:

The Illinois Association of the Deaf has been awarded the responsibility of preparing a proposal for a Statewide program of Basic, Continuing and Vocational Education for Deaf Adults. If accepted, this proposal will be included in a bill to be introduced in the State Legislature in January 1974.

To help us prepare this proposal, you are being asked to fill out the enclosed questionnaire and return it immediately in the postage-paid envelope also enclosed. If you do so, your name will be included in a special drawing for a cash prize to be held at the IAD Convention banquet on Saturday night, August 18th at the Pick-Congress Hotel in Chicago. The IAD will donate 4 cash prizes of $25.00 each to the lucky winners in this drawing. However, only the names of those whose completed questionnaires are returned by July 31, 1973, will be included in the drawing. Please do not fill out more than one questionnaire. Only one will be counted.

Apart from your chance to win a prize, your cooperation in this study will be greatly appreciated. I am sure you will want to do your share to help make possible a better life for the deaf through better educational opportunities.

Sincerely yours,

John B Davis

John B. Davis
President

JBD:lp

NOTE: ATTACHMENTS E and F are envelopes (not included)

PROMOTES EDUCATIONAL, SOCIAL AND ECONOMIC WELFARE OF THE DEAF
Chapters: CANOXIA . . . CHICAGO . . . FOX RIVER VALLEY . . . JACKSONVILLE
. . . PEORIA . . . ROCKFORD . . . SPRINGFIELD

ITEM 2

Illinois Continuing Education Study
Illinois Association of the Deaf
(Contract No. H-448, OSPI)

Follow-up Interview Data Sheet

Identification NO._____

I. Verification

Name:_____

Address:_____

Year of Birth_____ Sex_____ Marital Status_____

No. of Dependents_____ Type of Housing_____

II. Education

Extent: 1--2--3--4--5--6--7

Quality: 1--2--3--4--5

Comments:_____

_____

_____

_____

_____

_____

Extent
1. Less than 5th grade
2. 5th to 8th grade
3. Some high school
4. Trade school
5. Completed high school
6. Some college
7. Completed college + beyond

Quality
1. Poor
2. Inadequate
3. Average
4. Good
5. Excellent

III. Occupational

Employed:_____ Unemployed:_____ Housewife only:_____

Nature of job: 1--2--3--4

Specific Job Description:_____

_____

_____

_____

If now employed, duration: 1--2--3--4--5

Comments:_____

_____

_____

If now unemployed, duration: 1--2--3--4

Comments:_____

_____

_____

Nature of Job
1. Unskilled
2. Semiskilled
3. Skilled
4. Professional/Technical
R - Retired
A - Apprentice

Duration (job)
1. Irregular
2. Less than 2 years
3. Less than 5 years
4. Less than 10 years
5. Ten years or more

Duration (unemployed)
1. Less than 3 mos.
2. 3--6 mos.
3. 6--12 mos.
4. 1 year or more

ITEM 2 (Cont.)

Follow-up Interview Data Sheet

III. Occupational (cont.)

Advancement: 1--2--3--4

Comments:_____

_____

_____

_____

Attitude to Job: 1--2--3

Attitude to Working Contitions: 1--2--3

Comments:_____

_____

_____

IV. Communication Ability (Self Evaluation)

	Quality	Content
Oral:	1--2--3--4--5	1--2--3--4--5
Manual:	1--2--3--4--5	1--2--3--4--5
Writing:	1--2--3--4--5	1--2--3--4--5
Reading:	1--2--3--4--5	1--2--3--4--5

Comments:_____

_____

_____

_____

V. Social Skills

Family: 1--2--3--4--5

Peers: 1--2--3--4--5

General Society: 1--2--3--4--5

Comments:_____

_____

_____

VI. Use of Leisure

Activities: 1--2--3--4--5--6

Comments:_____

_____

_____

Values: 1--2--3--4--5

Comments:_____

_____

_____

Advancement
1. None
2. Raise in pay but no promotion
3. Less than normal raise in pay and promotion
4. Normal or better raise in pay and promotion

Attitude
1. Dislikes
2. Indifferent
3. Likes

Degree of Ability
1. Poor/inadequate
2. Fair
3. Average
4. Good
5. Excellent

Social Skills
1. Non-observable
2. Inadequate/minimal
3. Subnormal to inadequate
4. Normal
5. Above normal

Nature of Activities
1. Home improvement
2. Creative (arts and crafts)
3. Physical
4. Social
5. Intellectual/cultural
6. Unique talent

Values
1. Passive/non-constructive
2. Independent/self-fulfilling
3. Family centered
4. Varied
5. Rich/rewarding

ITEM 2 (Cont.)

Follow-up Interview Data Sheet

Page Three

VII. Adult Education Needs

Type: 1--2--3--4--5

Comments:_____

_____

_____

Instructional methods: 1--2--3--4--5

Comments:_____

_____

_____

_____

VIII. Motivation

Desire to Improve: 1--2--3--4--5

Comments:_____

_____

_____

_____

_____

Type
1. Adult basic
2. General academic through high school
3. Vocational
4. Arts and crafts
5. Special interests

Methods
1. Deaf teacher/low verbal
2. Deaf teacher or direct sign language
3. Interpreter with tutor help
4. Interpreter
5. No supportive service needed

Desire to improve
1. Poor prospect for continuing education
2. Questionable prospect
3. Good prospect with favorable conditions
4. Good prospect for suitable courses
5. Excellent prospect

General Remarks:_____

_____

_____

_____

_____

_____

_____

_____

_____

ITEM 2(a)

Illinois Continuing Education Study

Instructions to Field Agents for Making Entrees in
Follow-up Interview Data Sheet

General Instructions

1. Make appointment for a specific day and time with each person to be interviewed. Appointments may be made by mail or in person.

2. At the beginning of each interview, explain the purpose of the interview and its importance.

3. Assure the interviewee of the confidentiality of the information he supplies, and the importance of correct answers--to find out how deaf people really feel about their own lives and what they think they need to live fuller lives.

4. Make sure each question is understood. Use whatever mode of communication: signs, fingerspelling, lipreading, writing (or combinations of them), are most conducive for understanding.

5. If questions are not directly answered despite your efforts, try to get answers indirectly. Make fullest possible use of spaces on data sheet for your comments.

6. Be tactful and respectful at all times. Avoid areas to which the interviewee shows he is sensitive. Express appreciation for his cooperation.

7. Your questions with respect to certain items on the data sheet should be geared to the age and employment status of the interviewee:

   a. If he or she is 65 years old or older and retired, the questions should be related to what senior citizens need--mainly better use of leisure time, but also information on social security and medicare, as well as better ways of living on their current income.

   b. Persons under 35 would be more interested in career development and/or advancement.

   c. Persons in the middle years would have a greater variety of interests: not only job improvement, but also improved family relations, better use of leisure time, etc.

Specific Instructions for Data Sheet

Preliminary

1. Each agent will be given a copy of the basic questionnaire of each person to be interviewed. This basic questionnaire should be used to verify identification of the person interviewed. If it turns out that you have the wrong person, discontinue the interview immediately.

2. Do not fill in numerical ratings in front of interviewee if it appears that he may be sensitive to your evaluation of him; make the ratings after interview is completed on the basis of your comments.

3. Identification number. Copy number shown in upper right-hand corner of basic questionnaire.

4. The following sections with Roman numerals refer to the corresponding section of the data sheet.

I. Verification--Fill in all data required and check against basic questionnaire for consistency. Note differences.

Year of birth--last 2 digits

Sex--M or F

Marital Status M-married S-single D-divorced W-widowed

Type of housing--Indicate whether own home, apartment or room, whether lives with parents, condition of neighborhood, etc.

II. Education

Circle number opposite "Extent" and "Quality" that best describes how much schooling the interviewee had and the quality of that schooling. Use the criteria shown on the data sheet. The decision on quality is to be based on your observation of the language he uses and his general intellectual level. If in doubt, or if case is unusual in any way, note in "comments."

III. Occupational

Check employment status on first line. Check only one box. If housewife normally works less than half-time, count as housewife; otherwise count as employed or unemployed.

Write down specific job description. If you are in no doubt about classification of nature of job, circle appropriate number. If interviewee is "retired" or an "apprentice," write "R" or "A", respectively, instead of a circle. E.g. (4)

Circle appropriate numbers to indicate duration of employment or unemployment, whichever applies. If housewife was checked on first line, neither qpplies.

Advancement, Attitude to Job and Attitude to Working Conditions apply only if "employed" was checked on first line. Otherwise leave blank. Please note that only one set of criteria is supplies for both "attitudes."

IV. Communication Ability

The evaluation of these items should be what the interviewee himself thinks they are. However, you should comment if you feel he is incorrect in his self-appraisal based on the way he communicates with you. Note that quality refers to ability to communicate clearly. E.g. "I go movies" is clear enough but very simple; "I expect to go to the movies tonight," is saying the same thing in a clearer, more complex and thorough way. Agents may wish to bring suitable materials to test writing and reading levels. Newspapers, Deaf American, Silent News may be useful. Also check existence of reading matter in home.

Content, however, refers to the ability to communicate a wide variety of matters; it refers to the diversity and depth of matters that the person can discuss.

V. Social Skills

Family skills refers to the persons ability to live effectively in a family as father, mother or child. Peers refers to other deaf people. General society refers to both hearing and deaf people with whom the person comes into contact, for business reasons or otherwise.

VI. Use of leisure

Under Activities, more than one number may be circled, if actual activities are varied but identify major activity with a check (/) above number circled. Values should refer to major activity only. Use comments space to clarify.

VII. Adult Education Needs

If "Special Interests" apply, more than one number may be circled under "Type. Use comments space to indicate details. Under Instructional Methods, use your own judgement as to what is best for the person.

VIII. Motivation

In evaluating this item, keep in mind that deaf people have had virtually no past opportunities for adult education. Therefore, their sense of need may be dead or almost so. The extent of their desire to improve must therefore often be judged, not by direct statements they make, but by what they consider worthwhile goals.

General Remarks

Use this space to make comments that do not fit in elsewhere on this data sheet. Do this immediately after the interview while your memory of it is still fresh. Please sign and return completed data sheets as soon as possible. You should return them all at once only if you complete all your interviews within a week. Return them to:

Illinois Continuing Education Study
8041 Kildare Avenue
Skokie, IL 60076

ILLINOIS CONTINUING EDUCATION STUDY

Illinois Association of the Deaf

(Contract No. H-448, OSPI)

Survey of Existing Educational and Social Service Programs for Deaf Adults

1. Name of Agency_____
2. Address_____
3. Name of Director_____
4. Type of Program_____
5. Do your deaf clients often need continuing education services?_____
6. Do you provide these services?_____
7. Do you refer deaf persons to other agencies for such services?_____

   If so, please list names of such agencies_____

   _____
8. Source of funds for adult education services, if provided_____

   _____
9. Is program permanent or short-term?_____
10. Other relevant information_____

    _____

    _____
11. Total number of deaf adults currently receiving education services (if available)_____
12. We are planning to mail a questionnaire on adult education needs directly to deaf persons in the State. Can you make your mailing list of deaf persons available for this purpose? ☐ yes ☐ no

    If your answer to #12 is "no," can it be arranged for your agency to mail out the questionnaires? ☐ yes ☐ no

Prepared by_____

Title_____

Telephone No._____

ITEM 4

Illinois Continuing Education Study

Card Outline for Basic Questionnaire

Field	Card Columns	Item	Code	Remarks
		Card No. 1		
1	1--4	Identification No.	0001-1215	Upper right hand
2		Name:		corner of form
	5--12	First	Alpha	
	13	Middle Initial	"	
	14--25	Last	"	
	26--27	Suffix	"	Jr., etc.
3		Address:		
	28--55	Street and number		"55" misprinted as
	56--71	City or town		"35" on form
	72--76	Zip code	5 digits	Shown on form
	80	Card Identification	1	
		Card No. 2		
1	1--4	Identification No.	0001-99	Upper right hand
2	5	Sex	1 Male	corner of form
			2 Female	
3	6--7	Age (years)		
4	8	Race	1 White	
			2 Negro	
5	9--10	Age at onset	01 Birth	
			02 Less than 3	
			03-98 Actual age	
			99 Don't know	
6	11--12	Age entered school		
7	13--14	Age left school		
8	15	Still in school?	1 Yes	
			2 No	
9	16	Employment status	1 Working	
			2 Not working	
			3 Housewife	
9(a)	17--19	Present occupation	As coded on form	
10		Areas of interest:		
	21	Reading and writing	1	Erroneously shown
	22	Math or arithmetic	1	on form as Col. 19
	23	Improving on present job	1	
	24	Learning new job	1	
	25	Sports	1	
	26	Hobbies	1	
	27	Arts and crafts	1	
	28	Other	1	

ITEM 4 (Cont.)

Card Outline for Basic Questionnaire (cont.) — Page Two

11		Organization membership		
	30	IAD	1 Yes	
	31	Frat	1 Yes	
	32	Club for Deaf	1 Yes	
	33	Church for Deaf	1 Yes	
	34	Other		
12	35	Agrees to interview	1 Yes 2 No	
13	36	Special case		Added to form
		Hard of hearing	1	
		Multi-handicapped	2	
14	To be assigned	Geographical region	To be assigned	Will be entered in card after manual punching
15	72--76	Zip code	5 digits shown on form	
16	80	Card identification	2	

ITEM 5

Illinois Continuing Education Study

Tabulations and listings of Cards Punched from Basic Questionnaire

Controls (Note: Tabulations to be made with card #2 only)
Grand total
    Totals by age group
Males, total
    Males by age group
Females, total
    Females by age group
White, total
Black, total
Spanish-American, total
Other, total
Race unknown, total
Totals by geographic region (combinations of zip codes to be supplied)
    Separately for
        persons under age 65
        and age 65 and over plus unknown, respectively.
All tabulations on two-part paper

Listings

(Use card #1 or #2 or both as indicated)
1. In alpha sequence showing all information, obtain total record count. (card #1 only)
2. In sequence by identification number, showing all information on each card and obtaining total record count (separate listings to be made with cards #1 and #2).
3. In sequence by identification number (int.) and zip code (minor) for each of the following groups (card #2 only).
    (a) code 1 col. 35, code 1 col. 15
    (b) code 1 col. 35, codes 0 or 2 col. 15
    (c) code 2 col. 35
    (d) code 0 col. 35

All listings should be double-spaced on two-part paper.

Totals for Tabulations

(Note: If tabulations are prepared on IBM 360/20, totals will be obtained in 2 sets as indicated)

Set No. 1

1. Total record count
2. Count by age group of onset of deafness (cols. 9--10)

Birth	(Code 01)
Less than 3 years	(Code 02)
3--18 years	(Codes 03--18)
19 years and over	(Codes 19 and over)
Not given	(Code blank or 00)

ITEM 5 (Cont.)

Totals for Tabulations (cont.) Page Two

3. Count by number of years in school (cols. 13--14 minus cols. 11--12)
   - Less than 8
   - 8--16
   - 17 and over
   - Unknown (cols. 13--14 or cols. 11--12 blank or 00)
4. Count: Number still in school (code 1, col. 15)
5. Count: Employment status (col. 16)

Working	(Code 1)
Not working	(Code 2)
Housewife	(Code 3)
Unknown	(Code blank or zero)

6. Count: Organization membership (Cols. 30--34)

IAD	Code 1	Col. 30
Frat	" 1	" 31
Club	" 1	" 32
Church	" 1	" 33
Other	" 1	" 34
Two or more		Col. 30--34 (Optional)
None		Col. 30--34

Set No. 2

1. Total record count
2. Count: Type of job (col. 17)

Professional, technical and kindred workers	(Code 1)
Managers and administrators	(Code 2)
Clerical and kindred workers	(Code 3)
Craftsmen and kindred workers	(Code 4)
Operatives	(Code 5)
Laborers	(Code 6)
Service workers	(Code 7)
Occupation not reported	(Code 8)
Sheltered workshop	(Code 9)

3. Field of interest (cols. 21--28)

Reading and writing	1	Col. 21
Math	1	" 22
Present job	1	" 23
New job	1	" 24
Sports	1	" 25
Hobbies	1	" 26
Arts and crafts	1	" 27
Other	1	" 28
Two or more		Cols. 21--28 (Optional)
None	0	Cols. 21--28

4. Count: Interview status (Col. 35)

Yes	Code 1
No	Code 2
Blank	Code 0

ITEM 6

FOLLOW-UP INTERVIEWS

CARD OUTLINE AND CODING GUIDE

COLUMNS	ITEM	CODE	
1 - 4	Identification No.	Same as basic form	
5 - 6	Regional Code	Chicago NE	01
		NW	02
		Near SE	03
		Far SE	04
		SW	05
		Suburbs N	06
		NW	07
		W	08
		S	09
		Springfield-Jacksonville	10
		Rockford	11
		East St. Louis	12
		Peoria	13
7 - 8	Agent Code	Allen	01
		Brown	02
		Myles	03
		Raci	04
		Hazel	05
		Dukes	06
		Fitzpatrick	07
		Cantwell	08
		Martinez	09
		Warshawsky	10
		Crowe	11
		Pickell	12
		Fairwood	13
		Seiler	14
		Forrestal	15
		Bulliner	16
		Mudgett	17
		Wahl	18
		Toerpe	19
		Early	20
9-10	Year of Birth	Last 2 digits	
11	Sex	M(1) or F(2)	
12	Marital Status	Married 1	
		Single 2	
13	No. of Dependents	Actual No. 0-9	
14	Type of Housing	Own Home 1	
		Rent Home 2	
		Rent Apt. 3	
		Home-Live with parents 4	
		Apartment-Live with parents 5	
		Other 6	

ITEM 6 (Cont.)

FOLLOW-UP INTERVIEWS (Cont.) Page Two

15-16	Education	
15	Extnet	Codes 1 - 7
16	Quality	Codes 1 - 5
17-23	Occupational	
17	Employment Status	Employed 1 Unemployed 2 Housewife 3
18	Nature of Job	Codes 1 - 4
19	Duration - If Employed	Codes 1 - 5
20	Duration - If Unemployed	Codes 1 - 4
21	Advancement (if employed)	Codes 1 - 4
22	Attitude to Job (if employed)	Codes 1 - 3
23	Attitude to Job Working Conditions	Codes 1 - 3
24-31	Communication Ability	
24	Quality - Oral	Codes 1 - 5
25	- Manual	Codes 1 - 5
26	- Writing	Codes 1 - 5
27	- Reading	Codes 1 - 5
28	Content - Oral	Codes 1 - 5
29	- Manual	Codes 1 - 5
30	- Writing	Codes 1 - 5
31	- Reading	Codes 1 - 5
32-34	Social Skills	
32	Family	Codes 1 - 5
33	Peers	Codes 1 - 5
34	General Society	Codes 1 - 5
35-45	Use of Leisure	
35	Activities	Code 1
36		Code 2
37		Code 3
38		Code 4
39		Code 5
40		Code 6
41	Values	Code 1
42		Code 2
43		Code 3
44		Code 4
45		Code 5
46-55	Adult Education Needs	
46	Type	Code 1
47		Code 2
48		Code 3
49		Code 4
50		Code 5
51	Instructional Methods	Code 1
52		Code 2
53		Code 3
54		Code 4
55		Code 5
	Motivation	
56	Desire to Improve	Code 1 - 5
80	Card Identification	G.P. 3

ITEM 7

ILLINOIS CONTINUING EDUCATION STUDY
Outline of Listing and Tabulations of Cards Prepared from Follow-Up Interview Data Sheets

LISTINGS AND TABULATIONS

1. List all cards in sequence of Identification Number (Columns 1-4), showing all information and obtaining a total card count.
2. Tabulate by Region Code (Columns 5-6) as follows:

Regions 01-05 Combined	(Chicago)
Regions 06-09 Combined	(Chicago Suburbs)
Regions 10-13 Combined	(Remainder of State)
All Regions Combined	

For each regional grouping and for the total obtain counts of each code 0 through 9 in each column as follows:

Verification (Columns 11-14)

Column 11	Sex
Column 12	Marital Status
Column 13	Number of Dependants
Column 14	Type of Housing

Education (Columns 15-16)

Column 15	Extent
Column 16	Quality

Employment (Columns 17-23)

Column 17	Status
Column 18	Nature of Job if Employed
Column 19	Duration of Job if Employed
Column 20	Duration of Unemployment
Column 21	Advancement on Job
Column 22	Attitude to Job
Column 23	Attitude to Working Conditions

Communication Skills (Columns 24-31)

Column 24	Quality - Oral
Column 25	- Manual
Column 26	- Writing
Column 27	- Reading
Column 28	Content - Oral
Column 29	- Manual
Column 30	- Writing
Column 31	- Reading

Social Relationships (Columns 32-34)

Column 32	Family
Column 33	Peers
Column 34	General Society

Use of Leisure (Columns 35-45)

Columns 35-40	Activities
Columns 41-45	Values

Adult Education Needs (Columns 46-55)

Columns 46-50	Type
Columns 51-55	Methods

Desire to Improve (Column 56)

ITEM 8

"JUNIOR" COLLEGE A BIG BOY NOW

At a time when enrollments at four-year colleges are sagging, Illinois' community colleges are growing faster than ever.

Enrollment in two-year public colleges has soared to more than 190,000, an increase of 183 percent since 1965, and more than half of all college students in the state attend community colleges.

In fact, many community colleges, including most of the Chicago City Colleges, are operating at capacity during the regular term and during summer sessions.

"The system is very successful," said Frank Fowle, the first president of the Illinois Junior College Board and still a member of the board.

"There has been enormous growth in the over-all student body - daytime, evening and part time - together with a broad development of programs in the areas of transfer programs, technical and vocational programs, adult education, continuing education, experimental education, and so on."

During the 1950s and early 1960s there were several community colleges -- they were called junior colleges then -- scattered around Illinois. In 1959 the General Assembly authorized independent junior college districts, but the state lacked a plan for their orderly development.

When the Illinois Board of Higher Education was established in 1961 and the board subsequently published a master plan for education, the state committed itself to a massive outlay of funds for a statewide system of community colleges.

Former Gov. Otto Kerner urged the creation of such a system in his 1964 inaugural address, and the General Assembly approved it in 1965. The legislation placed great emphasis on vocational education, which was almost nonexistent in most junior colleges.

When the Illinois Junior College Board was created in 1965 most of the schools were deserving of the title "junior" college. Most were just places where college dropouts went to build up their grade-point averages so they could be readmitted to a four-year college. Many of the colleges operated out of local high schools, offering courses only in the evening.

Now the community colleges have moved onto their own campuses. They award two-year associate degrees. They train welders, morticians, nurses, secretaries and realtors, and offer adult courses in home gardening, coronary care, golf, tennis and child care.

(Reprinted from Chicago Daily News "Insight" column, September 11, 1973)

classes are held from early morning to late at night in hospitals, apartment complexes, factories, restaurants, stores and private homes.

In short, if a subject has anything at all to do with education, you'll find it somewhere in the community college system.

Unlike four-year colleges, the community college serves the educational and cultural needs of virtually every segment of the population. It is integrally tied into the community, depending on it for money and offering courses to fill particular local needs.

It is the financial tie to the local community that makes the community college such a unique institution of higher education. In fiscal year 1972 local taxes provided 45.9 percent of operating revenue for community colleges, and state aid provided 37.1 percent.

Revenues for capital expenditures are provided on a 75 percent state, 25 percent local matching basis.

Since the colleges must depend on local support for such a large part of their budget, they become quite sensitive to local needs.

Just how well community colleges have lived up to their name can be seen by some statistics on the age of students. Statewide, 49 percent of community college students are over the traditional 18-21 college age.

Thirty-five percent are 21-35, 11 percent are 36-50, and three percent are over 51.

Two of the Chicago City Colleges, Loop and Kennedy-King, have even higher percentages of older students, 81 and 70 percent respectively.

Another indication of community acceptance is the high number of students in vocational education. In the fall of 1972, 67,000 students, or 35 percent of those in community colleges, were enrolled in occupational programs. Among schools with the higher percentage of occupational enrollment were Southwest College with 62 percent and Kennedy-King with 64 percent.

Younger students also are being served. Most schools have agreements that permit advanced high school students to take courses for credit at the colleges.

Most schools also work with local high schools or businesses to develop programs. William Rainey Harper College in Palatine will offer a teacher aide certificate program this fall.

Persons who want to become involved in education but don't have time to acquire a four-year degree can still work with children under the Harper program and may even be encouraged to continue their education with the goal of becoming a teacher.

By Aug. 1, 1974, all persons in the state will have a chance to take advantage of community college offerings, because all areas of the state must be in a community college district by then.

Rodney Berg, president of the College of DuPage in Glen Ellyn, said the total impact of the community college system is yet to be felt.

"Ultimately," he said, "the community college will be the agent of universal higher education in the same way the high school extended the range of education in the early years of this century.

"Illinois has yet to understand what the junior college is. Your start with the community. The community college attempts to meet the educational needs at the post-secondary level not being met elsewhere.

"So we have PhD's taking coursework with housewives who have little educational experience."

"Community Colleges serve all the people," said Herbert Zeitlin, president of Triton College in River Grove, one of the largest career centers in the Midwest. "They tend to foster vertical movement in society."

Community colleges are drastically altering education patterns.

By law they cannot set admission requirements. This open-door policy combined with the low cost has attracted many persons not previously reached by higher education, such as minority groups and persons over the traditional college age.

The availability of occupational courses, many of which are geared to local needs, gives students a chance to find the program best suited to their needs.

Many students who think they belong in a college program end up in a vocational program and vice versa.

Berg tells this story about crossovers:

"One student came to get a bookkeeping course to keep his job and he ended up with a PhD. Now he is teaching at UCLA. Another student came to get a degree and now he runs a successful construction firm in Seattle."

Illinois Easter Junior Colleges, which has three campuses and covers 3,000 square miles in its district, soon will offer two special programs for local residents. One is a petroleum technology program and the other is a coal technology program for prospective miners.

These new programs illustrate one of the great appeals of the community colleges, their accessibility and flexibility, characteristics not often found in senior colleges.

Other things that make the community colleges so attractive are low cost - in Chicago students don't even pay tuition - and the trend for young persons to try two years of college to see how they like it. Many students feel safer in community colleges instead of senior institutions, where dropout rates go as high as 50 percent.

Although community colleges must operate on the open-door policy they have been forced to limit enrollments because of financial limitations. The College of DuPage, for example, has seen four proposals for tax increases defeated.

"There are a lot of things we would like to see our students have," said Berg, "but we just can't afford them. We now offer, and will continue to offer, high quality education. This is one area we will not compromise. However, we are going to continue to make every effort to see that our growth pattern is held in line with our financial support."

Enrollment at Kennedy-King College totalled 4,927 in spring, 1972, but when the school moved to a new campus that fall, enrollment jumped to 7,864.

Thus, there are many indications that, given the financial support Illinois' community college system will continue to grow and will continue to be one of the finest in the nation.